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# Problems Involved in Counseling Adolescents

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PROBLEMS INVOLVED IN COUNSELING ADOLESCENTS

by

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## CHAPTER I

### INTRODUCTION TO THE PROBLEMS

Currently there is a great deal of professional and public interest in the characteristics and education of the typical and gifted adolescent. Public interest may stem from national criticism of so-called "watered-down" curriculums and from the Russian challenge of future technological supremacy. Our problems may stem in part from lack of counseling for adolescents, regardless of whether the adolescent is a typical or gifted individual, he does have many conflicting problems to face.

Since this thesis will be based on adolescence as a period of change or "ego-reformation", accompanied by emotional instability, insecurity, tension and strain plus the unquestionable fact that there are no two individuals who have the very same problems which can be dealt with according by one set or given rule. The problems accompanying this traditional period of development should be considered from the viewpoint of the adolescent, his peers and others who may come in contact with him from time to time, in our rapidly changing world. Counseling both the ordinary or average adolescents as well as the gifted adolescents who are often neglected in the overall school program, contributes toward the successful maturation of the adolescent.

Most adolescents will develop a self concept of "liking

himself\* as he sees himself. This has been discussed by Rogers at length, in his book, Client - Centered Therapy. There is no reason to believe that such a concept of self is sought by gifted children more than by typical children. The higher one's standing relative to others in attributes which he considers important and the more he is liked or accepted by others, the more he is likely to base his self concept on reality factors. The typical adolescent cannot maintain the desired self concept level through reality-oriented means as quickly as the gifted. They may adopt compensatory devices that are unrelated to or which even distort social reality.

The aim and purpose of this thesis is to gain insight into the adolescent's maturational tasks and develop interest in the conditions that assist or interfere with the successful achievement of adult-status.

## CHAPTER II

### A HISTORICAL STATEMENT

There was a time when very little was said about the problems of adolescents and the manner in which the problems were solved, affecting the total picture of a civilized world, at large. This seems not to be so prevalent today as educators and others recognize that the adolescent years constitute a period of significance in the total development of civilized man.

In that period in our history before scientific studies of the adolescent were made, progress in this area was blocked by ignorance and prejudice. It was once thought that if a child was well provided for that the period of adolescence would take care of itself. Thus the child was pushed into the role of adult before he was ready to assume his social status, thereby disrupting his personality.

Langer<sup>1</sup> points out that primitive men thought that socially unacceptable behavior was due to devils which had to be exorcised. He goes on to say that later the Puritans developed the idea that behavior was the responsibility of an individual's free will rather than the result of devils' work.

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1. Walter C. Langer, Psychology and Human Living (New York: D. Appleton-Century Co., 1943), pp. 16 - 18.

The Puritanic idea was a step forward, inasmuch as it transferred the study of the causes of behavior from the forces outside the individual to the forces within the individual.

Psychologists were dissatisfied with the early theories and searched for others to replace them. Some of these people developed long lists of instincts in an effort to account for man's behavior. Next we find the instinct theory giving way to the idea that heredity is responsible for behavior.

The above mentioned theories have either disappeared or have been considerably modified. By the time young people reach adolescence, heredity and environment are difficult to disentangle. Both are very important in the growth of the individual but we find that contemporary psychologists who deal mainly with adolescents are not overly concerned about the relative importance of the two molding forces. They concentrate with the needs and drives which most young people share in common with others, and the ways in which young people try to satisfy the needs and drives.

According to several theories, behavior is a concerted effort on the part of an individual to satisfy his fundamental urges. The behavior is learned in an effort to adjust to basic needs.

Adolescents are motivated or stimulated to behave in ways intended to bring satisfaction of their needs, desires, urges, and drives.

Tensions aroused by an unsatisfied need must be reduced in order for some kind of satisfaction to result. In other words, an

adjustment must be made whereby the need is at least partially filled and the tension lessened.

Counselors have an important responsibility in helping youth to reach their objectives, in finding worthy satisfaction of their drives, in making wise adjustments to their problems, and in developing maximum fulfillment of their own personalities. Hamrin<sup>2</sup> states that the counselor must understand an individual's behavior, evaluate its usefulness to him and society, and work toward its improvement.

This thesis will introduce concepts of adolescent development by pointing out the necessity for understanding the adolescent, even though it is very difficult to gain that understanding. Due consideration will be given to the adolescent's point of view; their parents point of view; and others point of view as they come in contact with the adolescent. As the paper progresses, mention will be made of the adolescent's adjustments, such as psychobiological problems and psychosocial problems. Vocational problems will also be dealt with, this appears to be high on the list of musts for adolescent adjustment, especially during the late teens. The drop-out problem will be treated in the light of aiding the adolescent toward being accepted in a changing, complex society.

The role of the counselor will be introduced as an integrating

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2. Shirley A. Hamrin, Counseling Adolescents (Chicago: Science Research Associates, Inc., 1951), pp. 30-31.

force within the circle of better understanding and effective guidance of the adolescent.

The role of the educators' concern in helping the adolescent, will be considered in the light of what has already been accomplished, by the writer's recent survey of the ~~small~~, medium, and large school systems. These three schools which will be presented seem to be typical of the others under similar circumstances.

Carl R. Roger,<sup>3</sup> to whom we will be referring frequently throughout this paper, expresses the writer's point of view, when he states:

...I have found it enriching to open channels whereby others can communicate their feelings, their private perceptual worlds, to me. Because understanding is rewarding, I would like to reduce the barriers between others and me, so that they can, if they wish, reveal themselves more fully.

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3. Carl R. Rogers, On Becoming A Person. (Houghton Mifflin Company, Boston, 1961.) p. 19.

### CHAPTER III

#### UNDERSTANDING THE ADOLESCENT

Psychologists consider the first six years of a child's life as the period during which basic attitudes, habits, and controls of self are formed which most likely will help or hinder the youngster's future development and adjustment. During this period growth and maturation can be expected to follow a relatively general and continuous pattern. Grow<sup>4</sup> says that individual variations occur as a result of differences in inherited potential and environmental stimulation. Physiological and environmental changes experienced during the later years of childhood represent a series of climactic conditions that seem to interfere with growth continuity and thus brings about a "rebirth", characterized by new impulses and urges, interests and attitudes, ambitions and behavior patterns.

Cole<sup>5</sup> summarizes adolescence as a period of growth in all systems of the body. The rapidity, variety, and force of these developments are bewildering, and often exciting. Counselors must keep these facts in mind as they strive to better understand the adolescent.

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4. Lester Grow, Adolescent Development and Adjustment (McGraw-Hill Book Co., 1956) p. 3.

5. Luella Cole, Psychology of Adolescence (N. Y. Rinehart and Company, Inc., 1950. p. 62.



a. A Period of Change

Up-to-date scientific findings lead us to recognize the importance of the need for intelligently understanding and guiding the adolescent through this transitional maturation.

Robinson<sup>6</sup> says:

...Since early attention to minor difficulties can prevent later development of difficult-to-treat disabilities and disorders, counseling with the problems of normal individuals has become accepted as a worth-while preventive measure...furthermore, there has been much recent interest in using counseling as well as other methods to develop positive characteristics in individuals, leadership, athletic skill, work methods, and adjustment techniques...Although these techniques proved useful, it soon became apparent that the characteristics and motivations of normal individuals differed enough from those of clinical cases...that the unique problems of counseling with normal persons needed to be studied. As a result there has been a great deal of recent research on the problems of counseling with normal individuals and particularly with students.

Many very recent investigations have disclosed, that the phase of adolescent development has several maturational tasks to fulfill, involving all aspects of the personality. These investigations also point out to us the uniqueness of the adjustive difficulties of the transitional period, which confirms the fact that it is universally characterized by emotional instability and insecurity.

We are brought face to face with the fact that adolescence is truly a period of ego-reformation or change.

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6. F. Robinson, Principles and Procedures in Student Counseling, (Harper and Brothers Pub., New York, 1950). VII Preface.

Many authors indicate the "loss of ego-anchorage" and the "no-man's-land" orientation of the adolescent is a result of his having lost his status as a child and of not yet being able to attain the status of an adult. It is the innermost "control zone" of his ego which would be involved as he labors and toils on his maturational tasks. Ausubel<sup>7</sup> says:

...The psychological field of any individual can be divided into different concentric zones reflecting varying degrees of intensity of ego-involvement. The more central zones are areas of concern and importance to him. He has a vital stake in them. What happens in these zones is a source of pride or shame, of feelings of success or failure. Because of a selective perceptual and cognitive sensitization to those segments of the environment, they acquire a high degree of differentiation. Peripheral zones, on the other hand, are poorly differentiated and are regarded with indifference. Failure in such areas is easily sloughed off, and success does not inspire elation.

It is of utmost importance to understand the adolescent in terms of his psychobiological and psychosocial problems. It is just as important to understand the degree of ego-involvement the adolescent incurs in the achievement of a task; the amount of frustration tolerance he possesses, and the kinds of resources he has to cope with in his problem.

Large number of studies made in recent years of the effect of puberty on the behavior of adolescents, have revealed a negative characteristic form of behavior which leads to difficult social

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7. D. P. Ausubel, Ego-Development and Personality Disorders. (Green and Stratton, New York, 1952). p. 175.

adjustments for the individual and presents many problems for his parents and others to cope with. His behavior seems especially troublesome and gives way to expressions of self-dissatisfaction and unhappiness, symptomatic of his going through an adjustment period.

In the adolescent's eagerness to assert himself on a mature level, the individual is inevitably subjected to recurrent strains; and he is profoundly confused by the lack of proper consideration of adults. Zachry<sup>8</sup> has the following to say concerning the preceding statement:

...if the adolescent is unsure of himself, the adults around him understand him little better. Often they are guided by physical traits alone, and find it hard to believe that this seeming child has flashes of understanding and of insights which some-times excel their own. Many times adults give too much thought to the adolescent's inexperience, too little to the freshness of his viewpoint, and the clarity and impartiality of his judgments...The only possible way to meet the problems of youth is to face their difficulties realistically and to provide them, so far as possible, with an environment suited to growth needs.

Not only do adults understand the adolescent little better than he does himself, but they often tend to belittle his problem; and he comes to think that he is abnormally concerned with certain aspects of his personality and his maturational tasks. Hamrin<sup>9</sup> says,

...adolescent problems must be sympathetically understood by adults and accorded the dignity of respectful attention. In addition, such problems must be viewed from the viewpoint of the adolescent who is troubled.

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8. C. Zachry, "Preparing Youth to Be Adults", from Adolescence, 43rd Year Book. Nat'l. Soc. Stud. Ed. Chicago University Press, 1944. p. 333.
  9. Shirley A. Hamrin, Counseling Adolescents (Chicago Science Research Associates, Inc., 1950) p. 5.

Studies that have been made indicate that there is perhaps no single thing more important to the welfare of an adolescent than the absolute assurance of the love and support of his family for him as a unique person, regardless of what he does. Eric W. Johnson<sup>10</sup> states that it is,

...customary to state that most adolescents drastically reject the standards of their families and parents and search for an authority outside the home. In part this is true, and undoubtedly many adolescents make spectacular anti-family noises at home and enjoy trying out their new-found feelings of independence by challenging their parents and all their parents stand for. Actually, some adolescents feel much guilt about their seeming rejection of their parents and about their occasional feeling that perhaps they hate their parents. It seems to me that parents need to accept these feelings of the child.

As all the findings on adolescent development have led to the conclusion that it is a strenuous period of adjustment, Mackenzie<sup>11</sup> has the following to say,

...fundamental to any program of schooling which seeks to guide the development of boys and girls intelligently is a knowledge of the chief characteristics of the adolescent and the means of recognizing and interpreting accurately the symptoms and evidences of normality and abnormality.

It must not be overlooked that although theories of adolescent

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10. Eric W. Johnson, How To Live Through Junior High School. (J. B. Lippincott Company. Philadelphia and New York. 1959). p. 217.

11. G. Mackenzie, "Implications for Teachers and Counselors." from Adolescence 43rd Yearbook. Nat'l. Soc. Studies Ed. Chicago University Press. 1944). p. 303.

development furnish a truly valuable back-ground against which the maturational tasks of adolescents can be measured, a systematic study of any particular adolescent, who is to be helped, is indispensable for a better and deeper understanding of that individual and a more appropriate and effective guidance. Peter Blos<sup>12</sup> says,

...it should be realized, however, that the factors operating upon adolescents do not provide a valid basis for making inferences about individual meanings. The way in which a particular adolescent interprets and reacts to a given source of strain, such as pro-longed dependency, can be determined only if viewed in the context of his individual personality and development.

By what we have studied already we have found that the period of adolescence is widely accepted as a "problem age", to the child himself, to his parents, his peers, and others in the field of education. Some adults have little or no real insight into the true picture of what actually takes place during the maturational transition which the adolescent goes through in his development toward adult status.

We must keep in mind our desire to better understand adolescents for a number of reasons:

1. So that we can help them to understand themselves.
2. So understanding themselves they should be more capable of meeting life situations more effectively.

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12. Peter Blos, The Adolescent Personality. (Appleton-Century-Crofts. New York. 1941). p. 517.

3. So that we can guide them in the use of their resources and provide conditions they need to develop properly.
4. So that we might not mistake normal difficulties of growing up for pathological problems.
5. So that we might not hurry them through any stage of their development or perhaps expect too much or too little of them at any one time.

Tryon and Henry<sup>13</sup> makes the following statement which we need to consider seriously, in counseling adolescents:

...We accept as axiomatic that there are no two persons in the world alike. So, while as psychologists and sociologists we have come to discern common patterns of adjustment, we also realize that each person has his own unique version of these common patterns. Such uniqueness is grounded partly in our genetic inheritance, partly in the long array of successes and failures in making adjustments in the past.

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13. Caroline Tryon and William E. Henry, "How Children Learn Personal and Social Adjustment," Learning and Instruction, Forty-ninth Yearbook of the National Society for the Study of Education, Part I, p. 157. (Chicago: University of Chicago Press, 1950).

b. Difficulty of Understanding the Adolescent

The first portion of this thesis attempted to substantiate the claim for the necessity of understanding the adolescent better. However, from many other standpoints there are realistic difficulties involved in working out such an understanding. The following portion of this thesis will be used to try and bring forth the main reasons underlying the difficulty in understanding the adolescent.

Since adolescents develop their own standards and codes to guide their behavior, their standards tend to shift and change as they mature. Adults further complicate matters by holding certain standards for adolescents, which are not operating in the individual lives of the boys and girls concerned.

At least two important kinds of understanding are needed:

1. An understanding of the many-sided aspects of adolescent development in various environments, and
2. An understanding of the individual adolescents with whom we are in contact.<sup>14</sup>

Despite the genuine effort of some parents in trying to help their children over some of the hurdles on the road to maturity, they face many moments of confusion in handling their adolescents, and soon discover that parenthood is a perplexing job to cope with. It is quite true that problems are part of growing up, but the adolescent years are the truly hard years. Parents find it hard to face reality

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14. Ruth Strang, The Adolescent Views Himself. (McGraw-Hill Book Company, Inc., New York, 1957). p. 2.

when all of a sudden, after a long period of relatively stable behavior, their children suddenly become unbalanced, unpredictable and unstable as they emerge into the period of adolescence.

Some writers feel after having made studies dealing with the problems of adolescents, that many parents are complete failures when it comes to facing reality along this particular line. Dr. Edgar Z. Friedenberg, who is Assistant Professor of Education, at Brooklyn College, has written a very worthwhile article on How We Are Failing Our Adolescents. He says that a curious difficulty comes up almost immediately whenever anyone tries to even write seriously about American Adolescents. He feels that our language has no term for people between the ages of fourteen and twenty-one, that identifies them neutrally, such as child or adult. It is his personal impression that the word adolescent has never really been established in our common ordinary speech.

Certainly, there are many things about adolescence which are especially hard for us to accept. There are certain processes of growth which must occur if an individual is to think of himself as an acceptable human being in our complex society. It has already been pointed out that these same processes show themselves in moods and behavior that are not the easiest to live with. But they are crucial to the chief accomplishment of the adolescent, as he builds for himself a solid sense of who he is, where he belongs, and what he is really like. Furthermore, they are very significant to all of us because



those same processes of growth make love and integrity possible.

Most adolescents tend to take themselves very seriously. They can be wildly eccentric without becoming the least bit self-conscious, but they will not tolerate their own rituals being changed. They dress very conventionally, but the conventions are strictly those of their own group and apply only to it; beyond it they think they are free to wear anything anywhere. Adolescents very often are pugnacious and quarrelsome about what they believe to be their own individual rights. They can become extravagantly cruel, but they are seldom too mean. Compromise tends to make them feel bitterly ashamed. That fact alone is one big reason why they have so much trouble and tend to make the adults so nervous. Thus they are labeled as being either exotic or comical.

Adolescents are usually not too modest. One could easily see that modesty would interfere with their task of defining themselves, which requires intensity and a pardonable swagger.

Therefore, it appears that most adolescents do not seem to fare to well in a middle class and middle age society, as ours tends to be. And at the same time our society does not have too much patience with adolescents who seem to not possess deep feelings of high ideals.

The homelife should be such that will encourage the adolescents to grow up with "minds and hearts of their own". They actually need parents who by their living presence assert with deep conviction

that it is indeed possible to be a person, while associating with others in the same room.

Among other features in homelife, privacy should be placed first, because adolescents need desperately to be able to get away and shut the door when they are trying so hard to sort things out.

As Strang points out, parents must have lives of their very own and stand up for them but at the same time those same parents should not try to live through their childrens academic or social success.

Dr. Friedenberg<sup>15</sup> in summarizing his article concludes it with the following statement:

....Finally, and the most useful of all, is a sympathetic capacity to feel what adolescents feel and to enjoy them.

Therefore, the difficulty of understanding the adolescent is a two-sided one, arising from both the adolescent and his adult society for which Ausubel has offered an explanation in terms of "perceptual constancy," meaning that adolescents tend to percieve their parents' attitudes in persistently the same way, neglecting to notice any "actual" change in those attitudes when the change occurs. Another explanatory factor is known as "generation conflict" which refers to the discrepency in the content of the values that most

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15. E. Z. Friedenberg, How We Are Failing Our Adolescents. Parents Magazine, Vol. 33. p. 40-41. June 1958.

adolescents and adults accept, the ensuing conflict of interests, misunderstandings and difficulties of communication necessarily arising from the social and psychological distance between the two generations, and the very different worlds in which each has grown up. Added to this is the "Ambivalent Attitude" of youth about the process of maturation; for their desire to go out to life is not un-mixed with a desire for continued protection and security.

There is another side of the picture which requires a great deal of sacrifice by the parents. Parents should relinquish authority; they should also develop self-control and restraint to permit development, where previously they made all the decisions for the adolescent; they must adjust to and accept the new values and customs, and at the same time accept the fact that their children will be influenced by these values and customs. This will not be easy to do owing to the parents "long habit of interference" and their "high resistance to change." It is therefore very difficult to understand the adolescent when the parents do not revise their concepts of the child to fit his more mature status and treat him in accordance with the prevailing customs of his age.

It does not take long for the adolescent to understand that there are certain discrepancies between pretensions and the actual situation. In other words they know that all is not well in the adult world and often try to improve the situation in their own way. This would be very acceptable if both the parents and the adolescent could know and understand each other better.

As boys and girls reach adolescence, there is an awakening of new powers as a result of which authority no longer goes unchallenged; nor is the adolescent any too happy about his status at this particular time. He is more concerned about the many things that seem to be bothering his parents, but of course he would not admit his concern to them, nor will he go to them for advice as a general rule. To seek their advice would be humiliating to him since he has declared his independence, regardless of how much he might need their advice.

Another factor contributing to the difficulty of understanding the adolescent is his tendency to test the bounds of his parents to find out just how ready they are to give him the chance to become independent as an adult should be. Some writers seem to feel that this period of testing is so confusing to the adults that they actually do not know which way to turn.

The difficulty is further extended by the intricacies of the individual problems and the complexity of their interrelationship, which is often manifested by complex behavior. D. P. Ausubel<sup>16</sup> has the following to say about behavior disorders in adolescents:

...Developmental pressures increase emotional instability leading to transitory behavioral disturbances in many adolescents who have quite normal personalities.

Ausubel goes on to explain how that as the body begins to play

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16. D. P. Ausubel, Theory And Problems of Adolescent Development. (Bruner and Stratton. New York. 1954.) p. 513.

a more significant role in the adolescent's social status and self concept, somatic deviations become more crucial, thus the relationship between physical defect and behavioral maladjustment would be two-sided and reciprocal. The result is that either condition would almost inevitably give rise to the other, which in turn would reinforce and perpetuate the original state. Thus a vicious circle would be established.

D. P. Ausubel<sup>17</sup> goes on to say:

...Since adolescence is such a rigorous test of the soundness of the foundations of personality laid in childhood, many earlier disturbances scarcely noted before, or thought to be benign, may suddenly flare up and become alarming during adolescence...Once removed from the protected environment of the home and required to compete on an equal footing with other boys and girls, once subjected to the multifarious stresses and strains associated with adolescent adjustment in our society, once mercilessly exposed under the dissection microscope of the peer society in its efforts to make him conform as closely to every other adolescent as one new penny to another, it is inconceivable that any boy or girl who has a basic personality defect could continue successfully to mask its presence.

To complete this section of the thesis, the following quotations from Ruth Bockner<sup>18</sup> are appropriate:

...Human beings are in a continuous process of change, in a state of becoming.

...It is good to remember that nobody ever completely finishes growing up, and there is nobody who doesn't make a start on it. Most of us stand somewhere in between.

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17. D. P. Ausubel, Theory and Problems of Adolescent Development. (Bruner & Stratton. New York. 1954.) p. 516.

18. Ruth Bockner, Growing Your Own Way. (Abelard-Schuman, London and New York. 1959.) p. 9.

...When we speak of the adolescent, we are not thinking of you as something less than we, but rather as something more than we, in certain ways. We are talking to you in whom the self is still receptive to growth and change.

...We are talking to you who are able and who want to grow, and there is no age limit to this.

c. Aids Toward Better Understanding The Adolescent

In order to better understand the adolescent one must be aware of the main sources for studying the individual, and securing information about him. One should obtain information concerning the adolescent's general characteristics, his childhood, and the course he has followed in arriving at this transitional stage, as well as his attitudes toward his maturational tasks and the manner in which he undertakes to achieve them.

Recent studies from a small, medium, and large school systems indicate that worthwhile information about the adolescent is obtained through the following; the adolescent, his parents, peers, and other adults who have been in contact with him from time to time.

Ruth Strang<sup>19</sup> also offers some worthwhile ways of gaining understanding. She states that the individual should be observed closely during the day and listened to sympathetically. A record also should be kept containing samples of their work and their composition about themselves in their relations with others. She further states that adolescents should be engaged to write their three wishes; in study form and notations made concerning responses to incomplete sentences and stories, and other projective productions.

...The results of all methods used may be synthesized in a case study to gain the most complete

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19. Ruth Strang, The Adolescent Views Himself. (McGraw-Hill. New York. 1957. p. 4.

understanding of an individual. To see the interrelations within total growth and thus to gain the most adequate understanding of adolescents, one should consider a variety of evidence.

Frank and his associates<sup>20</sup> used a combination of projective methods with the same individuals to obtain a wealth of deeper understanding of the personality of adolescents. Gesell and his associates<sup>21</sup> recognized the importance of personal documents when they said,

...Near the brink of adolescence, we must begin to take children more completely into our confidence.

All these writers would agree that first hand information obtained directly from the adolescent himself is best secured by means of a personal history questionnaire. From such a questionnaire one would discover the adolescent's family background, home life, his special interests and hobbies, his specific abilities, and the way he uses his free time. Here is where the teacher would play a very important part in scrutinizing every item from the parents' point of view and the child's point of view.

Another good tool to use in obtaining worthwhile information directly from the adolescent is the problem check list. The Mooney Problem Check List offers the student clients an opportunity to check off the problems which are bothering them and most of them check about

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20. Lawrence K. Frank et al., Personality Development In Adolescent Girls. (New Orleans: Child Dev. Pub., 1953. p. 5.

21. Arnold Gesell, Frances L., and Louise Bates Ames, Youth, The Years From Ten To Sixteen. New York: Harper and Brothers, 1956. p. 16.



twenty-five problems. It has been determined that the study-skill problems are checked somewhat more frequently. The students may take up whatever problems they wish with the counselor but they usually start out with the study-skill difficulties. Robinson<sup>22</sup> has this to say concerning problems which the adolescent usually starts out with:

...there is less personal involvement in these problems...Within a short time, however, their improvement and increased self-insight encourage them to bring up problems of a quite personal nature; by the end of the quarter all types of problems are being discussed...In order to individualize the work still further and to permit the discussion of personal problems, each student has a weekly conference with a counselor...Recordings can be made of the entire interview series; these are then used in research and training.

The autobiography is used to obtain information about the individual as he views himself as contrasted to what he wishes to be or would really like to be. Thus the counselor can get a better insight into the discrepancy between the actual self and the ideal self.

Peers may often provide information about adolescents through the use of sociometric methods. The counselor can immediately detect whether the adolescent is a very popular member of his class or group, or entirely rejected by the same. It is always advisable, if possible, to leave the adolescent with the feeling that what he actually chooses will be kept as confidential, in order that he will select more freely. Some might frown upon such a procedure, but if it brings results more quickly, it would seem to be valid.

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22. Francis P. Robinson, Principles and Procedures In Student Counseling. (Harper and Brothers, Pub. New York. 1950) p. 6-10.

Many other adults may be able to secure information which might aid them in solving some of the adolescent's problems. Clergy-men and teachers often can provide very valuable information, as they come in contact with and observe the students emotions, attitudes, interests and other aspects of his total personality. Strang<sup>23</sup> indicates that perhaps too many teachers say,

... "The majority of teen-agers don't take school seriously enough." Perhaps... But it may be that the "indifference" and "laziness" often observed by the teachers represent an attempt to camouflage deeper feelings of anxiety and discouragement.

It should be kept in mind that teachers as well as other adults are not always qualified to diagnose the adolescent's problems. These need to be left to the trained counselor.

Health records represent another method of aiding the adolescent to a better understanding of his ability to achieve in his school work or other positions which he might later hope to secure.

Regardless of how much information is available from the various view-points of those vitally concerned with the adolescent's adjustment toward a complex society, all such information should be recorded and systematically arranged in the adolescent's cumulative folder, thus enabling the counselor to obtain a clearer picture of the client with whom he will be working.

The various methods or aids, should be supplemented by the

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23. Ruth Strang, The Adolescent Views Himself. (McGraw-Hill Book Co., New York. 1957). p. 257.

use of tests. However, there is grave danger in using tests to prove a certain point. The tests should prove very useful if properly interpreted in the light of other facts established about the adolescent. Bordin and Bixler feel that the client should be able to take part in the selection of tests. Once they are given they should be described to the clients.

The writer feels that testing has a very definite place in the educational program, but also is convinced that only those who are authorized to administer and interpret tests, have any right to do so. This is especially true when it comes to giving accurate information or direct aid to the adolescent, who is striving to become an accepted adolescent, in a changing society.

Perhaps one of the most important methods of securing information that would aid the adolescent in his adjustment stems from the parents and home environment. There are many people who seem to hold to the idea that parents are actually in a better position to see their children as they actually are. But quite often these same parents are blamed for the attitudes of their children. One very common problem which influences adolescents is the fact that the parents' hopes, ambitions and goals for their children are not in line with their children's hopes, ambitions and goals in life.

Mark Twain once told the world, "My father was so ignorant I could hardly stand to have him around. But when I got to be twenty-one, I was astonished at how much the old man had learned in seven years."

A director of admissions at a large university says, "Parents have done just about everything they could to destroy character in their children. If student cars were banned on campus, I think parents would help their offspring violate the rule."

A high school girl was asked to explain her goals in life, and she immediately replied, "Goals? We've got no goals. Our parents have achieved them all for us." Her reply may be somewhat shocking to parents in particular, but further study of this problem may indicate the correctness of her statement.

The Saturday Evening Post carried a very interesting article on our "YOUTH", in which a survey was made of their habits, language,

and goals in life. This study was compiled by the Gallup Poll's scientific facilities. The result revealed some outstanding factors concerning what our American Youth thinks, feels, and reacts to certain social adjustments in our society. Dr. George Gallup and Evan Hill<sup>24</sup> declare, "They Settle For Low Success, Won't Risk High Failure," and:

...our typical youth are highly religious yet winks at dishonesty. They want very little because they have so much and are unwilling to risk what they have. Essentially they are quite conservative and cautious. They are old before their time; almost middle-aged in their teens.

...While he has high respect for education, he is critical of it— as he is about religion—and he is abysmally ignorant of the economic system that has made him what he is and of the system that threatens it.

...The United States has bred a generation of nice little boys and girls who are just what we have asked them to be and what we so frequently say they are not. They will one day shape the nation. And there are those who say the world will trample a gentle generation. As Leo Durocher has said, "Nice guys finish last."

The writer neither approves of disapproves of the above article but the fact remains that our youth need to be instructed by those who are trained to aid them in seeking a solution to the many problems that confront them today. Is it little wonder that more emphasis is being placed on counseling?

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24. Dr. George Gallup and Evan Hill, Youth, The Cool Generation. The Saturday Evening Post; Combined Issues Dec. 23, Dec. 30, 1961. p. 63-80.

## CHAPTER IV.

## ADOLESCENT ADJUSTMENTS

From the material just presented the fact remains that adolescence is a period of unusual difficulty in adjustment. In the developmental span of an individual's life, it is characterized by sudden rapid growth, sexual maturity, intellectual expansion and crucial academic experience, accompanied by extreme emotional instability. The individual desires status and group relationship to the point where other things become less important as he struggles to achieve in these two important areas.

The struggle for adjustment is a continuous process. First of all, most adolescents tend to stay close to their own age group and openly resent any intrusions from "outsiders." Understanding the problems of teen-agers, and helping them with their problems, is indeed a big task. In spite of all our good intentions and honest endeavors, there are numerous obstacles constantly in our way. However,

...we should have a realistic understanding of adolescent adjustments and bear in mind, that... "like measles, personalities are catching."<sup>25</sup>

As we watch a baby learning to walk, we recognize that at

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25. H. H. Remmers, C. G. Hackett, Let's Listen To Youth. Science Research Associates, Inc. Chicago. 1960. pp. 4.

first he is awkward and will often stagger and stumble, but he will try again and again. And he will do better each time. Then one day there he is walking around just as if he had always been doing so. Why did he want to walk? He was tired of being carried around, waited on constantly. One might consider the fact that he has been watching the adults around him and decided he wanted to be more like them, however, we must admit that he was just ready to learn to walk. He had matured, or grown up, to a point where walking was the next step in his normal development. Likewise, this is true in regard to the adolescents,

...If you change "baby" to "adolescent," and change "learning to walk" to "learning to become an adult," you will have a pretty good description of what young people go through between the ages of 12 and 20. They, too, stagger and stumble. They make mistakes that to older eyes look like plain foolishness. One day they are young men and women, and the next, their behavior resembles the young child's. But they do manage to get through this period, and one day, you will find that they have grown up!<sup>26</sup>

Learning to walk and actually walking are rather simple phases of the physical development that present few problems to parent or child. The whole business of adolescence is a complicated affair that often confuses and worries the adolescent and the adults who are a part of his daily life.

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26. H. H. Remmers, C. G. Hackett, Let's Listen To Youth. Science Research Associates, Inc. Chicago. 1960. p. 46.

Since personality adjustments or maladjustments during adolescence do not develop suddenly and without cause, the counselor has a big job to perform. Adolescents attempt to meet the problems of growing up by constant utilization of various techniques of adjustment.

When the adolescents' motives are blocked, they tend to react in one of several different ways. There is a tendency to control, remove or destroy the obstacle, or to effect a satisfactory compromise in the resolution of such a terrific conflict. Consequently, the adolescent utilizes one or more forms of behavior adjustment that sometimes are referred to as substitute responses in the situation.

Growth furnishes the physical basis for emotional, social, and economic maturity. This is where the trained counselor steps in and contributes to the individuals' self-understanding, to the making of realistic and personally meaningful life plans and to growth in emotional, social and economic security.

C. Gilbert Wrenn,<sup>27</sup> who is editor of the Journal of Counseling Psychology, and professor of educational psychology, University of Minnesota, has the following to say:

...In short, the counselor helps the student discover who he is and how he can become what he wants to be within the limits of his capacities and the needs of our culture.

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27. C. Gilbert Wrenn, "An Overview" from Guidance, reprinted from January 1959, NEA Journal. (Special Journal Feature) p. 3.



...The slow learner, the social delinquent, the student whose growing pains become painful to others as well as himself, we will always have with us. And they, in due proportion, must not be neglected. The counselor will know and will use many referral resources for such educational and social deviates.

In view of the above information let us consider the adjustments which include the psychobiological problems with which the adolescent is faced.

a. Psychobiological Problems

With the occurrence of adolescence is associated a common group of physiological and anatomical changes which give rise to many new types of emotions, drives and various states of awareness. These changes are influenced by genic mechanisms. The hormonal changes are chiefly regulated by the phylogenetic type, completely independent of cultural and social influences. This is exemplified by the sequence and content of pubescence and contrasts to the ontogenetic developmental course, where the polygenes are not prepotent enough to resist the environmental influences. Some of the environmental influences include the following: climatic conditions, where warmer temperatures aid early maturation; socio-economic conditions, which include urban residence and with it plenty of food, which brings about earlier maturation, than individuals living in rural areas, among less fortunate classes.

These genic mechanisms have their effects on pubertal changes, which results in:

...universal need for adolescents to adapt to the very presence of these bodily changes and urges, to overcome feelings of bewilderment and uneasiness at their strangeness, and to subject them to control and direction in ways that are compatible with social expectations.<sup>28</sup>

Adolescents, whether boys or girls, compare themselves with

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28. David P. Ausubel, Theory and Problems of Adolescent Development. Grune & Stratton. New York. 1954. p. 53.

their contemporaries and are indeed distressed and perplexed when their development falls below that of their peers. The least apparent delay in growth becomes a severe trial to an adolescent, particularly if the delay places him at a physical disadvantage, or in a position of unfavorable contrast to his peers. Mussen and Conger<sup>29</sup> have the following to say in regard to growth spurts:

...early or delayed growth spurts in height, weight, and strength, and in the development of primary and secondary sex characteristics all may be sources of serious concern. Although personality factors are clearly involved, the amount of concern is likely also to be a function of the degree and conspicuousness of the deviation. In most cases, delayed development appears to cause more concern than early development.

...On the other hand, the slow maturer is likely to suffer "greater disadvantage because of the uncertainty of his situation and the limited time perspective characteristic of adolescence". In addition, the slow maturer is likely to be at a disadvantage socially.

More problems make their appearance for both the individual and the group, because of the nature of the physiological changes and the lack of preparation and proper foreknowledge of these changing events. Again, Mussen and Conger<sup>30</sup> have something worthwhile to say in regard to these problems affecting adolescent personality.

...Many of these negative reactions could be avoided or alleviated, if the parent employed a wise and understanding approach to the problem....Just as the onset of menstruation may cause concern to the pubescent girl, so may the appearance of nocturnal emissions surprise and worry the pubescent boy....Frequently, but by no means always, these emissions are accompanied by erotic dreams.

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27. & 28. Paul Henry Mussen, John J. Conger, Child Dev. And Personality. Harper and Brothers: New York. 1956. p. 467.

...It seems to be true that boys as a group worry less about nocturnal emissions than girls do about menstruation, perhaps partly because boys are more often able to talk freely among themselves about such matters. Nevertheless, many boys do not gain proper instruction from their peers or parents, and torture themselves with unnecessary fears.

Therefore, the adolescent must learn to adjust to the physiological and anatomical changes associated with puberty and accept his size and shape as the physique he will have for the remainder of life. One of the major developmental tasks of adolescence is to accept the changed body as a mere symbol of the changed self.

All human beings have a general concept of a physical self or physical self-image. When a physical change occurs which necessitates a radical revision of the body-image, difficulty arises in adjusting to the new physical reality as well as to the new physical self-concept, which that reality involves. There are egocentric interests in the adolescents own person, during this stage of development, which indicates that they actually work hard on one of the most important developmental tasks, that of accepting "the reality of their own appearance", and they try to make that reality as "attractive as possible."

Lester A. Kirkendall<sup>29</sup> says,

...Girls are often disturbed about their figures, the development of their breasts, and menstrual functioning.

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29. Lester A. Kirkendall, Helping Children Understand Sex. Science Research Associates, Inc. Chicago. 1961. p. 33.

...Boys observe a difference in shape and size, when they shower in groups. And because so much emphasis is placed upon physical appearance and glamour, girls often worry whether they are attractive to boys.

Scientific studies have revealed that of the various body features that cause the greatest concern in adolescence, the most important are the sex organs and sex characteristics, body build, fat, adolescent awkwardness, uneven growth, sex differences in development, skin disturbances and physical defects. Acne seems to be the only skin disturbance which almost universally causes emotional difficulties for an adolescent boy or girl.

Therefore, accept the fact that problems are many and intricately interrelated, and the biological changes in hormonal secretion, rate of skeletal growth, and temporary imbalances of body structure and function cannot be claimed to be the sole and always the immediate source of adolescent maladjustment, because adolescents live in a complex society, where cultural expectations and standards color their attitudes and reactions towards all such changes. The dichotomy between the psychobiological and the psychosocial problems is not an absolute one, but is merely made for the sake of simplification and clarification. In the next section will be pointed out how changes biologically generated often lead to difficult or easy adjustment, because of the varied cultural setting in which the adolescent is reared.

b. Psychosocial Problems:

D. P. Ausubel<sup>30</sup> says,

...In the realm of psychosocial problems belong to those more specific aspects of adolescent development that are especially contained by the special nature of the cultural environment...adolescence receives explicit social recognition in every culture, there are marked differences in the degree of this explicitness in the types of rituals, training measures, and initiation rites, differences in the content, complexity, length, and rigorousness of the latter, and differences in the relative degree of emphasis placed upon maturation of boys as against girls.

Adolescence in primitive societies occupies a relatively short time span and the transition differs in different societies. Among the Romans, adolescence has been described as "turbulent" largely because of the mystery and the ritual surrounding sex. When one reaches sexual maturity, he is unclean, and becomes an object of suspicion and avoidance by various groups in the culture.

In most primitive cultures, adult status is attained more directly in relation to the occurrence of pubescence, which usually takes place with the emancipation from parents. Again, Ausubel<sup>31</sup> states that it is:

...usually consummated as the result of initiation ceremonies involving various traditional ordeals and rituals...these rites mark definite shifts in the social and economic status of the individual...In most instances the puberty rites for boys are more complex than those for girls...In some West African tribes, puberty rites exist only for her.

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30. & 31. D. P. Ausubel, Theory and Problems Of Adolescent Development. Bureau of Educational Research, University of Illinois, Champaign. Grune and Stratton, N. Y. 1954. pp. 311-313.

But in our culture, children no longer achieve adult status following attainment of certain attributes of physical or sexual growth. Our society has done away with ceremonies and rituals, which tends to leave the adolescents wondering and unassured about what has been accomplished and what yet must be done.

There are those who actually believe that it would be better if the sexual function was ignored, and make new laws with heavier penalties, making it possible to ultimately eliminate the reality. The scientist who observes and describes the reality of sexual function among adolescents and adults is attacked as an enemy of faith. However, the writer shares the idea with those who have done much research in this field, that an increased understanding of the biologic and psychologic and social factors which account for each type of sexual activity contributes to the ultimate adjustment between man's sexual nature and the needs of the total social organization.

The scientist who investigates sexual behavior is under obligation to reveal his findings to the public. Many parents, adolescent children, and even the pre-adolescent children, in our country, face, at times, problems with which greater knowledge of sex would help solve.

Failure to recognize the mature capacities of teen-age youth is "relatively recent." As has been mentioned before, prior to the last century or so, it was well understood that the teen-age youth were the ones who had the maximum sexual capacity, and the great

romances of literature turned around the love affairs of teen-age boys and girls. Some seem to forget that "Helen was twelve years old when Paris carried her off from Sparta." "Juliet was less than fourteen when Romeo made love to her." All of these youths, would be looked upon as immature adolescents and identified as "juvenile delinquents," if they were living today.

Kinsey, Pomeroy, and Martin<sup>32</sup> have the following to say in connection with the previous statements,

...The attempt to ignore and suppress the physiologic needs of the sexually most capable segment of the population has led to more complications than most persons are willing to recognize. This is why so many of our American youth, both females and males, depend upon masturbation instead of coitus as a pre-marital outlet. Restraints on pre-marital heterosexual contacts appear to be primary factors in the development of homosexual activities among both females and males.

It is a well known fact that within the last thirty years, parents especially have come to realize the importance of the early education of their children on matters of sex. There has been much theory but few data on which to base a program of sex education, concerning what things children should be taught, who should teach them, at what age they should be taught, and in what manner the instruction should be conducted.

Apparently considerable factual knowledge about most sexual

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32. Alfred C. Kinsey, Wardell B. Pomeroy, Clyde E. Martin, Paul H. Gebhard. Sexual Behavior of the Human Female: By the staff of the Institute for Sex Research, Indiana University. W. B. Saunders Company, Philadelphia and London. 1953. pp. 10-14, 460-465.



phenomena is acquired by most children before they actually become adolescent. If parents or other adults are going to be the sources of their children's first sex information, it would appear that such information should be given to them by the time the child is nine, ten or twelve years old and in some cases even much earlier. If this is not done by the parents the children will acquire the information from their companions.

The complex changes in hormonal balance which accompany puberty produce modifications in the individual's motivational structure and in his behavior, through their effects upon sexual drive. While sexual behavior does not necessarily begin with puberty, the increased production of the so-called male and female hormones, as the result of stimulation in puberty by the anterior pituitary hormones, produce a marked increase in sexual drive. Physiological deficiencies in sex hormones may result in a deficiency in sexual drive, and hence a lack of sexual responsiveness.

In summary, it would appear reasonable to conclude that for an explanation of the changing sexual patterns of boys and girls during puberty and adolescence, we should look primarily (1) to physiological changes in the individual as the source of increases in sexual drive, and (2) to the learning experiences of the individual as determiners of the types of sexual responses which will be adopted to reduce the drive.

Mussen and Conger, have the following to say about sexual

responses among our adolescents:

...The available evidence strongly suggests that adolescent girls engage in considerably less sexual behavior than boys. According to Kinsey, petting, masturbation, and intercourse are less frequent among teen-age girls.

..As might be anticipated from their overt behavior, girls also seem to have more restrictive attitudes toward sexual behavior than boys in our society. More girls than boys believe that adolescent sexual behavior is deserving of social condemnation. Adolescents want to learn how to fit sex meaningfully and without anxiety into their lives.<sup>33</sup>

From the above it can be seen that although the sex hormones secreted at puberty have a facilitating effect upon the nervous system in generating sex drives, not all adolescent emotional instability can be attributed to such unsatisfied needs; but rather to the manner in which the adolescent reacts to those needs being regulated by a particular culture.

Ausubel,<sup>34</sup> says,

...Serious psychological stress from sex develops in middle class boys...they are placed in the unenviable forced choice situation in which self-denial leads to unbearable psychophysiological tension, and self-indulgence gives rise to strong guilt feelings. And the chronic existence of such guilt necessarily plays havoc with self-esteem...The hormonal changes, the alterations in body form, and the psychological correlates of both naturally play a major role in adolescent personality development.

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33. Paul Henry Mussen and John Conger, Child Development and Personality. Harper Brothers, New York. 1956. pp. 474-479.

34. D. P. Ausubel, Theory and Problems of Adolescent Development. Bureau of Educational Research, University of Illinois, Champaign. Grune & Stratton. New York. 1954. pp. 400-401

Those who try to interpret adolescent psychology in our culture tend to share the point of view which seems to be gaining ground that the American adolescent owes most of his characteristic emotional instability to the "inordinate amount of sex frustration he experiences from time to time." And add that the above statement has been bolstered by Mead's Samoan data, which support the hypothesis.

After due consideration of the evidence, it becomes apparent that sex frustration is only one of many factors in adolescent deprivation, and one of the less crucial factors leading to a stressful adolescence. One realizes that there is definitely variability in the adolescent reactions regulated by his culture. Mead's reports on the Samoan and Arapesh cultures show them as being casual, permissive, cooperative, and rather unconcerned about status differences; whereas the Manus and Mundugumor societies are relatively aggressive, individualistic, competitive and tend to place great value only on prestige and material success. The problem is the difficulty of transition from a carefree childhood into one of aggressive and competitive adulthood within the society in which the adolescent functions.

In our modern, even more complex societies, the adolescent period is unduly prolonged. And with the awakening of new desires and needs, boys and girls feel that since they are now mature in size and sexual development, they should at least have the rights and privileges that accompany maturity. As he seeks independence and emancipation from adult and parental control, the adolescent discovers himself in a

subordinate position which requires him to play a child's role long after he feels that he is capable of playing an adult's role and taking a mature place in society. As he starts revolting against adult authority, he tends to go too far and demands freedom and independence far beyond what most parents or teachers are willing to grant him. When boys and girls are not granted the immediate freedom and independence considered rightfully theirs, they may become the targets of disappointment and bitter resentment. Thus, Escalona<sup>35</sup> states,

...They become quarrelsome and unable to get along with other children...they may even become truant. ...tell lies and give untruthful excuses for their actions...they may even steal...Conduct like this is a defiance of what parents, teachers, and most children consider acceptable...the misbehaving youngster would not act as he does unless he felt angry and hostile...But while it's true that strong hostile feelings may be at the root of such behavior, this is not always the case...Children may behave aggressively, but the feeling that causes the behavior may be loneliness or fear or guilt or anxiety, rather than hostility.

The adolescent's relationship to adults becomes a real problem which requires, on his part, acceptance of a barrier to his own natural desires at times, and slight willingness to accept some counsel of adults. On the part of the parents, emancipation of their children often seems a great sacrifice, since it also means relinquishing of their authority. In regard to this, Meyers, says:

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35. Sibylle Escalona, Understanding Hostility In Children. Science Research Associates, Inc. Chicago. 1954. p. 30.

...Emancipation should be consummated at any rate in our society, in a manner which will leave good feelings all around...an ideal form of emancipation is not only that the youth becomes independent; nor only that his economic necessity may force emancipation relatively early on a working class adolescent...wealth and education may prolong the period of dependency in an upper-class youth.<sup>36</sup>

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36. G. E. Myers, Principles and Techniques of Vocational Guidance. McGraw-Hill Book Co. 1941. p. 142.

### c. Vocational Problems

The adolescent realizes that some day he will be solely responsible for his own living, therefore, he becomes concerned about his future occupation. Vocational adjustment becomes a crucial factor for his personality maturation and attainment of adult status, as he attempts complete emancipation from his parents.

Those who have made studies on the personal-social development of boys and girls, state that vocational problems actually rank first among problems checked by high-school students. From the Mooney check list, two-thirds of the youth reported the achievement of economic security as the most perplexing personal problem which could face them. Therefore, Ausubel<sup>37</sup> must be correct as he says, on the

...solution of these problems rest the possibilities for full emancipation from the home, for economic self-sufficiency, for social recognition as an equal member of adult society, for complete psychosexual maturation, and for the establishment of an independent family unit. In all cultures although varying degrees of emphasis are placed upon the acquisition of superior status or competence, it is the individual's occupation, broadly conceived, through which primary status is attained or expressed.

However, after looking over statistical reports on adolescent vocational choices, one has the idea that they are rather unrealistic. Among other factors which contribute to youth's vocational choices

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37. D. P. Ausubel, Theory and Problems of Adolescent Development. Vol. A 938. Grune & Stratton, New York. 1954. p. 437.

are parental influence, social prestige, glorification of the unusual, and false glamorous occupational labels. All such factors combined with insufficient sound knowledge of self and jobs, adolescent choices plus lack of experience, contribute to the general dissatisfaction and job disillusionment and frustration that vocational misfits experience as they enter the field of work. Studies have been made which indicate that there is a wide spread job dissatisfaction among our present generation of young adults.

In primitive societies, the vocational problems of the adolescent are much simpler than in our own culture. The main reason seems to be that the number of vocations supported by the culture are fewer, and the adolescent from that culture is already quite likely to be familiar with the vocation, either through observation or apprenticeship.

Children from the Arapesh culture know from an early age the vocational demands they will have to face as they become adults, and they in turn learn responses which will be useful in meeting them. Throughout the Arapesh culture there is a very gradual transition from the life of the child to the life of the adult, in work as well as in social relations.

On the other hand, the vocational problems of the adolescent in some cultures are even more complex than those in our own society. A case in point is the Manus Adolescent, who actually faces more severe demands in adolescence than does our own adolescent, Mussen and

Conger,<sup>38</sup> say that,

...The Manus adolescent can expect no genuine assistance from family, friends, or society in getting started in adult life; nor can he join in any communal economic enterprise.

The typical adolescent in our own society is often spared the severe vocational problems of the Manus adolescent, but does not share the advantages of the Arapesh youth. Our adolescents are keenly aware of the fact that nearly all of their important satisfactions in life will depend of their ability to find a job and then keep it. This enhances their chances for full emancipation from their parents, offers them opportunity to be accepted by their peers, and contributes to their chances of getting married and maintaining a home of their own.

But regardless of how important vocational adjustment is to the adolescent in our culture, he typically seems to have only a very vague idea of the nature of the many jobs available to him. And entirely too many of our adolescents want the small number of professional and technical jobs that are available to them, in our society. On the other hand, there are too few who desire to enter the general labor force, where a great number of jobs are available. In tips on securing and holding jobs, Larison,<sup>39</sup> says,

...Be sure to determine just what service you actually

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38. Paul Henry Mussen, John J. Conger, Childs Development and Personality. Harper Brothers, New York. 1956. p. 517.

39. Ruth Hooper Larison, How To Get And Hold The Job You Want, Longmans, Green and Company, New York. Toronto. 1950. p. 21.



have to sell based on what you can do best. Take a long look at the market for the job you have selected...remember how important it is to solve vocational problems at this stage of preparation.

Paul Boynton,<sup>40</sup> who is supervisor of employment for the Socony-Vacuum Oil Company, has written a small booklet which sets forth the qualifications and characteristics which will accompany success and promotion in jobs in American industry. The general theme is,

...that in a competitive world, people succeed only in direct proportion to the effort they make.

There are a great number of booklets, some of them free, for the adolescent who faces vocational choices and adjustments. The writer will mention briefly a few booklets which offer help to students who are ready to enter the field of work. Dreese,<sup>41</sup> offers the student information on how to obtain the job he wants, "in relation to what is happening to the job market."

A. Humphreys,<sup>42</sup> has written a worthwhile booklet to inform high school students "how to proceed in a systematic manner in making a sound career choice." This booklet also offers the adolescent some splendid hints on how he can learn more about himself. There is also further information about various items which every employee should consider, such as "work experience, the economic outlook for the present and the future."

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40. Paul W. Boynton, So You Want A Better Job. Socony-Vacuum Oil Co., Inc., New York. 1947. p. 24.

41. Mitchell Dreese, How To Get The Job. Chicago Science Research Associates, Inc., 1950. p. 48

42. J. Anthony Humphreys, Choosing Your Career. Chicago Science Research Associates Inc., Chicago. 1950. p.48.

Sarah Splaver,<sup>43</sup> presents to the adolescent a fine Annotated Bibliography for anyone interested in trying to find a job which would meet his needs and at same time "be a means of helping him to contribute to the society in which he functions."

Sharp,<sup>44</sup> points out that:

...our youth could and would enter fields of christian service if they were exposed to some of the literature available from the publishers of Christian Education Literature.

Without exception, all churches, have services available to the youth who meet their qualifications.

Hester,<sup>45</sup> in a small pamphlet sets forth some worthwhile "ground rules for teens," which could be read in a matter of seconds.

For those of our teen-agers who have problems of readjustment to the handicapped life before them, Robertson and Teeter's<sup>46</sup> short leaflet carries with it, "a true picture of the faith one must have when polio strikes."

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43. Sarah Splaver, Occupational Books: An Annotated Bibliography. Washington, D. C. Bibliography Press, 1953.

44. Dolph Sharp, Youth Employment Service For Teen-Agers, Together. Methodist Publishing House, Chicago. 1960. p. 3.

45. Al Hester, This Social Code For Teen-Agers Works. Methodist Publishing House, Chicago. 1960. p. 3.

46. Tommy Robertson and H. B. Teeter, Teen-Agers Are Good Risks. From Together Magazine. Methodist Publishing House, Chicago. June 1959. p. 3.

Shartle,<sup>47</sup> has the following to say in regard to the adjustments that must be made by youth as well as adults in our occupational world.

...Millions of decisions are made each day on the basis of occupational information. Sometimes the information is meager or is nothing more than hearsay, while other occupational information has been carefully compiled and is authentic in every respect...occupations causes the migration of thousands of workers and influences thousands of students to leave school and accept jobs...Students are also frequently critical of educational programs in the light of the actual needs that graduates or school leavers encounter in trying to secure and hold a job...careful vocational counseling must be given in the light of authentic information about jobs and opportunities...especially in the case of the physically handicapped whose occupational opportunities are limited at the start.

Edwards,<sup>48</sup> speaking of the present pattern of occupational life, remarks:

...As a result of technological advancement, more and more the worker is being forced to surrender his skill to the machine and his knowledge to the technician.

Educational and vocational goals should not be separated, and a form of vocational guidance becomes quite necessary for vocational adjustment. The counselor becomes exceedingly important as he endeavors to aid the adolescent as he adjusts to a culture that, according to Mackenzie,<sup>49</sup>

...is characterized by instability, confusion,

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47. Carroll L. Shartle, Occupational Information-Its Development and Application. N. Y. Prentice Hall, Inc. 1946. p. 1-5.

48. V. Edwards, "The Adolescent in Technological Society." from Adolescence 43rd Year Book. Nat'l. Soc. Stud. Ed. Chicago. University Press. 1944. pp. 52-54.

and conflict. Turn where he may or do what he will, he cannot escape the forces that are creating a novel, baffling, and, far too often, a tragic world. These forces stem, in the main, from science and invention translated into technology. Caught in the grip of a great technological revolution, our society is undergoing changes no less significant than those produced by the shift from a feudal to a capitalistic economy.<sup>49</sup>

The role of the school might be briefly summarized as a two-fold task, says Mackenzie:<sup>50</sup>

(1) To maintain our culture, along with the conditions for creative change, and

(2) To provide boys and girls with surroundings favorable to learning and development, and to work with them to the end that they may be fitted for later life.

Mackenzie,<sup>51</sup> further states that,

...Occupational adjustment is particularly difficult in view of the complexity of our modern power-industrial civilization with its extreme specialization... Few youths have opportunities to gain first hand contact with any jobs.

As a result of such conditions many schools and local organizations are encouraging working in community industry or business, by arranging contacts for students. The use of community resources fosters general vocational understandings and assists in making vocational adjustments. Mackenzie,<sup>52</sup> would approve such procedures since he believes that,

...Youth can learn to be adults through living and working with adults.

As the adolescent shows great concern with his future occupat-

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49. - 52. Gordon N. Mackenzie, Forty-Third Year Book, Adolescence. Department of Education, University of Chicago. 1944. pp. 185, 300, 328, and 330.

ion and securing economic independence, he also indicates a gradual growth toward seeking and maintaining an appropriate social role and satisfying social relationships, as well as building a personal philosophy of life. The adolescent needs to learn appropriate skills in a relatively short time in our culture. The effects of our social classes upon vocational interests are likewise difficult to work out scientifically. Carter,<sup>53</sup> has the following to say in that respect,

...Under present conditions the desire to enter the professions is much more often realistic when held by privileged persons, than when held by those in the lower social and economic groups...Children in the latter groups are much less interested in the occupations of their fathers.

Although Carter's statement is true, our adolescents need and must have job experience which provides a "down to earth" opportunity for learning to get along with people, including peers, superiors, and subordinates.

Our schools are faced with another serious situation in regard to the adolescent's adjustment problems and that has to do with our "kids who leave high school to become drifters." (1) Drop-outs. And (2) No Jobs Available.

Kohler and Fontaine, have worked together on a recent research project that has shocked the American Public with its findings. Judge Kohler retired in 1953 from the San Francisco Juvenile Court, after

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53. Harold D. Carter, From Development of Interest in Vocations. Forty-Third Year Book, Adolescence. 1944. University of Chicago. p. 271.

fifteen years on the bench. Since then she has worked with organizations interested in youth and their futures. Andre Fontaine, a freelance journalist, has helped Judge Kohler assemble research data on our modern adolescents. Their recent article in Post starts out with,

...Twenty-one millionaires sat around a table in Kansas City not long ago and, with disbelief and frustration, faced the fact that they couldn't find a job for a boy.

...These businessmen, had volunteered to take part in a plan, sponsored by Rotary, to help some teenage boys who seemed headed for trouble...they had not done well in school...home life was squalid...most faced the world with anger and hostility...these youngsters needed honest, solid employment.<sup>54</sup>

We became aware that one of America's most crippling and least-known failures was: WE WASTE MORE THAN A MILLION KIDS A YEAR. Why? Because we neither keep them in school nor give them jobs.

In 1960, over 2,500,000 young people became eighteen and from among that number only one-third of them went on to college, one third quit school after graduation and one third had already dropped out.

These adolescents are not wild but they seem to be defeated. Some of them are bitter and angry at anyone who has more than they have. However, most of them are apathetic, as a prominent young attorney addressed a graduating class on May 25, 1962, he said, "The product of today's economic upheaval, are deeply convinced that there is absolutely no sense in trying to do anything because "it's a square

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54. Mary Conway Kohler and Andre Fontaine. "We Waste A Million Kids A Year." The Saturday Evening Post. March 10, 1962. pp. 16-22.

world anyway."

Among these adolescents, however, are some of the best minds in the nation. Kohler and Fontaine,<sup>55</sup> gives us the following illustration:

...An Iowa study found that nearly one out of five dropouts had an IQ of more than 120. Another study by Glenn Stice of the Educational Testing Service, Princeton, New Jersey, showed that about 50,000 of the dropouts in any one year were among the nation's most potentially able students.

In Detroit, Michigan, which is fairly typical of America's large cities, jobs have been decreasing at the rate of 2,000 a year for the past ten years. When Mayor Louis C. Miriani of Detroit testified before a congressional committee last year, he pointed out that from 1955 to 1960 there had been a fifty-five percent loss of jobs for sixteen and seventeen-year-olds in his city alone. Is it little wonder that Dr. James B. Conant, author and educator, has termed this condition as "social dynamite." Dr. Conant states that from a recent study which he made, in a large city slum area, there were nearly six out of ten kids between sixteen and twenty-one out of work.

It appears that many employers are reluctant to hire adolescents. This is especially true of boys. This does not seem to be true of the girls, however. Perhaps this could be due to the fact that most girls look for a job and keep it until they get married. This

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55. Mary Conway Kohler and Andre Fontaine. "We Waste A Million Kids A Year." The Saturday Evening Post. March 10, 1962. pp. 16-22.

makes for a higher turnover and more job openings, whereas boys look for jobs as a permanent thing. The Bureau of Social Science Research, Inc., of Washington, D. C., made a detailed study of employers' attitudes toward young workers. They found that the employers insisted that they were willing to employ youths under eighteen, but only 15 percent had actually hired nongraduates under eighteen. The employers had indicated that they didn't require any particular educational level. Among the main reasons given for not employing more adolescents were: "young people were in-experienced, had personality deficiencies and didn't stick to the job." Some employers even said that the insurance rates were higher for young workers, where certain hazards prevailed. The U. S. Department of Labor says that such statements are not valid.

Kohler and Fontaine's<sup>56</sup> suggestions for improvement are:

...Our system of vocational education must be overhauled and modernized, and our state and Federal laws must be updated and coordinated in such a way that they will help rather than hinder. At all levels schools must find ways to reach all children and educate them up to their capacity.

Our thoughts should be turned toward counseling the adolescent as a major contribution toward guiding his development and attaining successfully his maturational goal.

Kohler and Fontaine say that we must provide,

...A system of complete counseling and guidance for boys and girls of all ages..even after high school

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56. Mary Conway Kohler and Andre Fontaine, "The Job Situation." from The Saturday Evening Post, March 24, 1962. pp. 58-62.



if they need it...all of us must meet the obligation of making a place in our working life for our teen-agers, so that all, not just the favored, will feel they truly belong.<sup>57</sup>

Counselors agree with Meyers<sup>58</sup> that,

...the counseling service constitutes the heart of the vocational guidance program...vocational counseling is not giving vocational advice...Vocational counseling leaves decisions to the counseled individual.

Leaving this portion of the thesis and summarizeing what has been said, with the words of Tyler,<sup>59</sup>

...It is the combination of an extremely diversified industrial society with democratic ideals and attitudes that make counseling necessary.

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- 57. Mary Conway Kohler and Andre Fontaine, "The Job Situation." from The Saturday Evening Post. March 24, 1962. pp. 58-62.
  - 58. George E. Myers, Principles and Techniques of Vocational Guidance, McGraw-Hill Book Co., 1941. p. 250.
  - 59. Leona E. Tyler, The Work of The Counselor. Appleton-Century-Crofts, Inc. New York. 1953. p. 3.

## CHAPTER V

### COUNSELING ADOLESCENTS

In the previous chapters, it has been pointed out that the adolescent should and must be studied as an individual with a problem that is troubling him, if proper adjustment is to be accomplished.

This chapter will consider counseling as a means of preventing and treating problems and disorders which disturb the adolescent. Various methods which produce a good counseling relationship will also be considered briefly.

First, let us define counseling as Shostham and Brammer,<sup>60</sup> describe it,

...a purposeful, reciprocal relationship between two people in which one, a trained person, helps the other to change himself or his environment.

James Conant,<sup>61</sup> has made a study of the American high school, of which he spoke at a session of the commission on secondary schools of the North Central Association of Colleges and Secondary Schools. Mr. Conant said,

...Counseling of pupils should start in the elementary schools and continue through high school. Guidance is the keystone to the arch of public education.

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60. Everett L. Shostham and Lawrence M. Brammer, The Dynamics of the Counseling Process. New York: McGraw-Hill Book Company, 1952. p. 1.

61. James Conant, News item in the Decatur Herald, during the month of April 23, 1959.

Second, take a quick look again as to how another noted writer defines counseling. Robinson<sup>62</sup> declares that good counseling,

...covers all types of two-person situations in which one person, the client, is helped to adjust more effectively to himself and his environment. It includes the use of the interview to obtain and give information, to coach or teach, to bring about increased maturity, and to aid with decision-making and therapy.

Therefore, consider counseling as an activity where all the facts are gathered together and all experiences of the client are focused upon the particular problem, which is bothering the client. The client must recognize his problem and be willing to do something about it. Counseling should be definitely aimed at the progressive self-development of the individual to solve his problem unassisted.

The counseling service is at the very heart of the guidance program. Erickson,<sup>63</sup> says,

...Teachers do counseling as a part of their teaching. The administrator counsels with pupils. The school counselor's chief activity is counseling. All these together make up the total counseling program.

Perhaps we should re-consider the major purpose of counseling

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62. F. Robinson, Principles and Procedures in Student Counseling. Harper & Brothers Pub., New York. 1950. p. 3.

63. Clifford E. Erickson, A Practical Handbook for School Counselors, (New York: The Ronald Press Company, 1949), p. 49.

according to Hatch and Dressel,<sup>64</sup>

...assisting an individual to self understanding and through this self-understanding to a self-realization involving an awareness and acceptance of social responsibility.

Michelman,<sup>65</sup> and other writers have listed several major purposes of counseling. Some of the most important ones are:

1. To provide individualized assistance to the client in regard to problems which he recognizes as vital to himself.
2. To aid the client in evaluating his own personal data.
3. To aid the client in evaluating various conditions and alternatives which may exist in his environment.
4. To direct the client's attention to constructive aid in regard to decisions which he may be required to face.
5. To aid the client in embarking upon intelligently selected courses of action toward reasonable goals.
6. To aid the client in making necessary adjustments and modifications of plans in progressing toward acceptable and reasonable goals.

The fact that although counselors become involved in many activities, there are a limited number of activities involved in actual counseling. The following activities are:

1. Obtaining information about the client.
2. Conferences with other people about the client.
3. Interviewing the client.
4. Interpreting tests.
5. Locating helpful information.
6. Interpreting or engaging in therapy.
7. Checking cases with others to compare notes.
8. Follow up the check value of the help given.
9. Summarizations and recording results.

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64. Raymond N. Hatch and Paul L. Dressel, Guidance Services in the Secondary School, (Dubuque: William C. Brown Co., 1953. p. 109.

65. C. A. Michelman and others, Handbook for Providing Guidance Service, Bulletin No. 107, Springfield, Illinois: Board of Vocational Education, State of Illinois, 1949, p. 68.

a. Nature of Counseling

Much of the success of counseling depends more upon personal qualities in the counselor than merely using and applying specified techniques. In regard to this Tyler<sup>66</sup> says,

...Warmth, responsiveness, and sincerity are essential. Counseling at its best is a science devoid of coldness, faith not dependent on mysticism.

Every counselor must be well-adjusted himself, capable of insight and understanding of the client's feelings, thoughts, and actions, plus accepting and creating confidence in the client. Rogers,<sup>67</sup> states his hypothesis in one sentence,

...If I can provide a certain type of relationship, the other person will discover within himself the capacity to use that relationship for growth, and change and personal development will occur.

Clients are most likely to face their problems in a quiet, calm, restful counseling atmosphere. Therefore, the counselor must provide such an environment. Robinson<sup>68</sup> adds his approval of the above statement by the following words,

...a counselor's procedures are but external stimuli to processes going on within the client. How they are related is determined by the clients interest in approaching his problems, his attitudes toward the

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66. Leona E. Tyler, The Work of the Counselor. Appleton-Century-Crofts, Inc., New York. 1953. p. 19.

67. Carl R. Rogers, On Becoming A Person. The Riverside Press. Cambridge, Mass. 1961. p. 33.

68. F. Robinson, Principles and Procedures in Student Counseling, Harper & Brothers Publishers, New York. 1950. p. 35.

counseling situation, his insight into his problems, and his processes of thinking and adjustment. These conditions must, therefore, be given consideration in selecting counseling procedures at any particular moment in a conference.

Another important aspect of planning for interview is not only the restful environment of the counseling room, but proper recording of the interview itself. If the counselor desires to refer to his records for further study of the client, the information will be ready for him.

Ausubel,<sup>69</sup> concludes a summary of the very nature of counseling the adolescent thus,

...Because adolescence is a period of increased self-assertion and vocational independence, successful guidance must necessarily be as non-authoritarian as possible. Maximum emphasis must be placed on "self-determination and free acceptance in the choice of goals" rather than upon forceful "imposition of an alien set of values. The degree of initiative, responsibility, and self-direction that a given client can assume in a counseling relationship cannot be dogmatically fixed at the start of therapy but must be adapted to the requirements of his personality, the severity of his problem and to fluctuations in his conditions.

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69. D. P. Ausubel, Theory and Problems of Adolescent Development. Grune & Stratton. New York. 1954. p. 543.

b. Function of the Counselor

Counseling is "as old as man's experience," but in another sense it is a rather new idea in our century. When one faces difficult and important decisions for some ~~unknown~~ reason it helps to talk the matter over with trustworthy friends who will respect one's confidence. Sympathy and understanding makes it much easier to face hard and difficult problems courageously.

Counseling is becoming a worthwhile profession, as the public demands ways and means of meeting the complexity of the situation each individual faces as he endeavors to move about and have his being in our modern society. Our industrial society with democratic ideals and attitudes tends to make counseling necessary in all walks of life. It is little wonder that churches, schools and industries are becoming more and more interested in this new profession of counseling.

The instability generated by the rapid changes that have been occurring in our ways of life is another feature of present-day society which leads directly toward counseling. Sociologists have labeled this an "age of anxiety." Various writers have even called attention to factors creating insecurity in the individual, ranging all the way from broken homes to the threat of atomic annihilation. Tyler,<sup>70</sup> lists other social factors..

...There is the ever-present threat of war and the possibility of ever-more-serious consequences that accompany technological improvements in weapons. The

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70. Leona E. Tyler, The Work Of The Counselor. Appleton-Century-Crofts, Inc. New York. 1953. p. 6.

cold war with its necessity for constant vigilance against dangers that are never too clearly defined brings its own strains. It is an interesting fact, however, that it is the lesser threats and uncertainties arising from these social problems, rather than the problems themselves, which are most disturbing.

There are many functions which characterize the good counselor.

First, he must be able to help establish and clarify goals. Adolescents need help in establishing their goals at appropriate levels. The counselor must know just what the adolescent expects and hopes to become. Second, the counselor must encourage planning to attain such goals as the adolescent indicates he has. Third, the counselor should facilitate the accomplishment of developmental tasks. This can be accomplished by helping the adolescent overcome maladjustments which may occur as he endeavors to perform these tasks. It is very important that the counselor realizes how much every experience the adolescent has will affect in some way his growth toward maturity. Fourth, the counselor must try to interpret the adolescent to his parents. Parents are never quite ready to accept the adolescent's desire for complete emancipation from home. Crow,<sup>71</sup> says,

...In their struggle for independence adolescents cannot tolerate family interference or domination.

Here is where the counselor may bridge the gap between the parents and the adolescent. The counselor can help to interpret to the parents the needs of the adolescent in his endeavor to become an

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71. Lester D. Crow and Alice Crow, Adolescent Development and Adjustment. McGraw-Hill Book Company, Inc., New York. 1956. p. 388.



adult. On the other hand, the counselor can explain to the adolescent how the parents feel after many years of guiding and helping him with his many problems.

As it has been pointed out, the counselor often has to interpret the adolescent to his teacher. The teacher often does not understand the adolescent in his struggle to become an adult. A wise counselor will help the teacher and others in the school situation to better understand the adolescent, with suggestions for using better methods of handling certain adolescents. After the school authorities understand the adolescent, they in turn can offer many opportunities which will help the student attain his goals. In using the resources available at school and in the community adolescents can integrate knowledge and experience and thereby better face their problems.

Strang,<sup>72</sup> feels strongly that the home and school can and must cooperate their efforts to help adolescents attain their developmental goals.

...Both groups belong to a team which has at its command more or less specialized services, depending upon the community. The school has the best chance to work with adolescents and parents. Theoretically at least, it reaches all the children of all the people.

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72. Ruth Strang, The Adolescent Views Himself. McGraw-Hill Book Company. New York. 1957. p. 393.

## CHAPTER VI.

### GROUP COUNSELING

As was stated earlier, there has been of late a good deal of professional and public interest in the characteristics and education of the adolescent. Thus far it might seem that the writer had in mind the placing of greater emphasis on counseling the individual or typical adolescent, rather than counseling adolescents in groups.

In many ways group counseling is similar to individual counseling there are, however, some very real differences between the two processes. In both, the counselor tries to help the client to identify and clarify the problem which disturbs him, tries to improve his understanding of himself as well as the situation in which he finds himself, tries to examine and test alternative solutions for his problems. As far as the relationship of the counselor and the client is concerned, much depends upon how easily the two can discuss adequately the topics of importance. Regardless of whether the conference is for one individual or a group. One should not lose sight of the fact that the more intimate problems are usually not brought out in group situations because of the social judgment involved. Also, the counselor is not always in a good position to offer the personal attention that some clients must have.

In considering the differences between individual and group counseling, it might be well to first consider how very important it

is for the counselor to concentrate his attention on capturing each client's feelings and to help each client to relate his story as he does in individual counseling. The counselor must carefully observe how each individuals' comments affect other members of the group, as he endeavors to help each participate in a certain discussion. The way the counselor experiences and conveys his feelings to all clients within the group determines the manner in which the group accepts one another's problems and offers help in taking over the problems within the group conference. There must be a warm, understanding and sincere acceptance for all concerned. Within the group an opportunity is given to the clients to learn how to help others while they are obtaining assistance from others.

The writer feels that group counseling is very appropriate for adolescents since the power to face and solve their difficulty lies within the adolescents themselves. With the assistance of the friendly, understanding and accepting counselor, the adolescent's behavior can be changed to the extent that he sympathizes with others and at the same time, increases his tolerance for other's idiosyncrasies.

Hatch<sup>73</sup> would not agree with the writer in regard to group counseling as he definitely states:

...Group counseling enjoys little respectability in the professional counseling field.

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73. Raymond N. Hatch, "Do You Have Counseling or Confusion?" The American Journal of Nursing. 54:584. May, 1954.

Robinson<sup>74</sup> gives some attention to discussing group counseling.

He says:

...A group counseling method is any group meeting in which the student members and a representative of the student personnel program work together to bring about increased maturity and adjustment in the students.

He categorizes group methods into teaching groups, discussion groups, laboratory groups, group psychotherapy and testing and psycho-drama. Of all these, his discussion of group psychotherapy and group discussion has the most meaning for this writer. On group psychotherapy he has the following to say:

...Group psychotherapy started as did individual psychotherapy, with the treatment of the extreme neurotic and psychotic, and only recently has much attempt been made to discover the possibilities in working with normal individuals. In these first attempts clinical group methods have generally been used, but it has been found that student groups—because they are normal and adolescent—require somewhat different group psychotherapy methods than are used in clinical group work. There is much need for research on the dynamics of group psychotherapy with student groups; many of the findings in group clinical work probably are not particularly relevant for students.

On discussion groups, Robinson has this to say:

...Group discussions also represent a useful means of altering attitudes on various issues since there is a marked tendency among individuals to conform to the orientations which their peers seem to have. Group discussions can also be used to bring out the fact that everyone has problems. When individuals hear others mention their difficulties they are more prone to speak up themselves and to feel less upset about seeking help.

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74. Francis P. Robinson, Principles and Procedures in Student Counseling. Harper and Brothers, Publishers, New York. 1950. p. 201.

If there is similarity of problems, one might conclude that adolescents find it easier to open up their lives and talk more freely in the group situation. However, as has already been stated, if the problems are of a very personal nature, where confidence must be respected without judgment, then perhaps adolescents would prefer the individual conference room, where only the counselor and the client are present.

The adolescent years determine whether the individual will become a mature, resolute, socially conscious person or one who will be frustrated, unsocial, and dependent. The writer is convinced, along with others, that whatever he becomes will depend much upon his native endowment and his environment.

Society cannot overlook the significance of adolescent developmental problems, if a true interest in better understanding and helping the adolescent achieve maturity is to be accomplished. Adult society can and must do much toward making the adolescent's transitional period a satisfactory one.

DeHaan<sup>75</sup> places even greater emphasis upon the role of the parents in assisting their teen-agers to utilize the raw material from which the finished talent will be made. He says,

...Talent does not spring at once into full bloom..  
...learn to recognize unpolished talent underlying a  
rough, boisterous exterior...foolish questions...signify driving curiosity, an important sign of intellec-

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75. Robert F. DeHaan, Guidelines For Parents of Capable Youth. Science Research Associates, Inc., Chicago. 1961. p. 11.

tual talent. What appears to be sulking may be a mugget of growing independence. Boisterousness is a sign of exuberant physical energy. Having friends probably indicates social adaptability and leadership qualities.

In concluding this section of the paper, it would surely not be an overstatement to say that maturing does not take place haphazardly, but is best fostered when based upon a kind, sympathetic understanding of the adolescent and his needs.

Williamson<sup>76</sup> has the correct words to express the feeling of the writer, as he writes,

...Our conception of counseling was thus broadened beyond vocational guidance and psychotherapy to an emphasis upon the nature and role of counseling in society's broad-gauged educational program of personalized assistance to adolescents in their transitional development from childhood to adulthood.

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76. E. G. Williamson, Counseling Adolescents. Revision of Part I of How to Counsel Students. McGraw-Hill Book Company, Inc. 1950. p. 29.

## CHAPTER VII

### FINDINGS BY PRESENT DAY COUNSELORS

Since the adolescent's adaptations toward the basic social institutions of vocation, citizenship, and family life are the larger part of his development in attitudes toward himself and others in close personal relationships, the objectives and processes of present day counselors are basic in helping him to come to terms with these institutions.

The counselor can best help the adolescent in his task of more direct adaptation toward the basic social institutions by guiding him to satisfying and constructive adjustments in his present experience as a total personality. In fact the whole school can contribute to this development.

Both the counselor and educator are concerned in helping the adolescent make constructive use of present experience. They definitely hope that their processes will lead the adolescent toward maturity. Caroline B. Zachry's study of adolescents holds that "the thoughtful teacher or counselor keeps in mind no standards of perfection for the future adjustment of the boys and girls whom he guides," as his own experience and observation makes plain that no adult is "constant in mature attitudes."<sup>77</sup>

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<sup>77</sup>. Caroline B. Zachry, Emotion and Conduct in Adolescence. Appleton-Century-Crofts, Inc., New York. 1940. p. 515-541.

The writer of this paper contacted a number of present day counselors with the hope that each would contribute something outstanding and workable in regard to their own findings, in their respective schools. Due to the length of the thesis, only three schools which seem to be typical of the others under similar circumstances will be presented.



a. Small School System

"Every teacher in the Holdenville, Oklahoma Junior-Senior High School is a trained counselor."<sup>78</sup>

This situation is rather an unusual one but it is a very commendable effort on the part of a small Junior-Senior High School, as the faculty realized that their students needed more guidance than they could give them. The school district could not afford to hire trained counselors either. Therefore, the twenty-six teachers in the school district began to train themselves as good counselors.

Quite naturally the teachers did not do the work all alone. A university near them provided testing and guidance personnel and Science Research Associates conducted work-shops. A university professor taught a field-studies class at the school for them, with the teachers doing the planning and in service work. The teachers visited other schools where counseling programs were in effect. They read all the available literature possible and obtained information from various other sources.

After two years of training, this small school set up its own counseling service. One teacher served as counselor co-ordinator. The other teacher-counselors explained the program to their students and parents.

At the end of the first year, under the new program, the

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78. Francis T. Tuttle, Superintendent of Holdenville Public Schools.

teachers increased their understanding of student needs and brought about necessary curriculum changes. In regard to group counseling, this particular school discovered that they could save a great deal of time through using group counseling instead of strictly individual counseling techniques. As each teacher was a fairly well trained counselor in his own right, the group counseling allowed the teacher-counselor to answer the many questions of the adolescents as they arose.

It was pointed out that one of the clearest evidences of the success of the entire program was the increase in the number of students taking solid "academic courses." Approximately 20% of their students are now taking five such subjects. Three years ago, less than 3% made this effort. Four solid subjects and one activity class is the required class load.

Counseling in this school has made many differences in the individual lives of the students, as it will in any school in which it is operating effectively.

This small school has a right to be proud of its many accomplishments, with limited resources. Their guidance program has continued to grow. The guidance committee has prepared a group-guidance plan which each teacher can use to advantage as an outline for the future. The new plan attempts to help in the timing of group counseling and it also tries to present counseling when the students feel a need for a particular type of information.

One person, working half-time on guidance problems, handles testing, keeps records, and does some counseling at the same time. This school hopes soon to have a full-time counselor, but until that is possible, it is meeting its problems in an effective way.

Ideally, the school should have one or two full-time counselors. Instead of bemoaning the fact that this is financially impossible, the regular teachers are demonstrating that a basic program of guidance can operate without specialized personnel and additional expense.

This school's efforts provide a positive answer to questions asked at one of the largest workshops in Illinois by Moler, Giles, and Morgan.<sup>79</sup>

...Is it possible to stimulate faculty cooperation and interest in the school guidance service through an off-campus workshop? Will the use of college credit or professional development awards encourage teacher enthusiasm for guidance?

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79. Donald L. Moler, LeRoy Giles, and Roy A. Morgan, "The Teacher's Role in Guidance." Illinois Educational Association. May, 1959. p. 381. Workshop held at Quincy High School.

b. Medium School System.

From the following report of a school that has put into effect a guidance program that works, our educators can look with satisfaction and deep appreciation to an administrator who wanted the best for his students entrusted to his care. It took this administrator several years to "think things through" with his faculty before any changes were made. At the end of that time, he had a group so "child minded" it was a privilege to work with them. The above agrees with the Ottawa Township High School,<sup>80</sup> that,

...No effective guidance program can be maintained until teachers as well as the administrative staff are vitally interested in it.

Early in the month of March, the first work with the prospective high-school pupils begins, when the guidance director is invited to the junior high school for an assembly talk with the eight-graders. Miss Mary LeMay<sup>81</sup> is the guidance worker. She takes with her pages from the OHS handbook; the material, written by pupils of the Civic Council, explains curricular offerings and extracurricular activities. This same material stresses,

...that high school is a place to work, to learn, to live well with one's fellows, to play, to develop to one's best.

The next step is toward classification testing. Since this thesis does not cover the important aspects of testing as a whole, the writer will include the Ottawa testing program, which she feels is a

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80. & 81. Mary R. LeMay, Director of Guidance, Ottawa Township High School. "Guidance Is What We Make It." Illinois Education. 1959. p. 385.

very good one, recommended by the NEA. This school administers the California Mental Maturity tests early in the year to junior high school pupils. Miss LeMay administers the SRA Primary Mental Abilities test at the high school. All rural-area pupils come to the school on a Saturday afternoon early in April to take both the PMA and the Mental Maturity tests. In addition to these tests, all available information from the elementary schools is used in classifying pupils.

Each spring an evening open house is held at the high school. All classrooms are open, exhibits are displayed, experiments are performed in science rooms, choirs and bands play at scheduled times. Every eight-grader who will be attending OHS receives a special invitation to come and bring his parents—and he is not admitted unless he does bring them! The result of such planning proves that more than two thirds of the eight-graders with one or both parents get to the school on that evening. The principal, vice-principal, and guidance director are available for questions, and informal conferences are held.

The eighth-grade teachers schedule parent conferences during April and May; one or both parents, the pupil, and the guidance director meet for 20 or 25 minutes to discuss the child's program for his first year of high school in the light of past performance according to his eight-year cumulative record.

More than 95 percent of the pupils have one or both of their

parents present for that conference. In case the parent does not come the eighth-grade teacher counsels with the child and registrar. The eighth-grade teacher is available for counsel at any time; her help is invaluable.

The eighth-grade pupils of the Ottawa rural areas take achievement tests under the auspices of the county superintendent of schools, and those tests are given at the high school in which the pupil plans to enroll. This is all done during the last part of March. The pupils come to school on regular school buses and they eat in the cafeteria, with two noon hours free of testing, when guides show them about the school. The pupils spend about four hours taking the tests administered by the high-school guidance director. During the day, the pupils meet the principal, and other teachers who are available.

Before a pupil is registered for his first year's work, the guidance director has the following information about him:

...his cumulative record...since kindergarten for the city pupil, since first grade for the rural; his testing record and his grades for the past eight years; his autobiography; information obtained from a conference with the eighth-grade teacher and or the elementary school counselor.<sup>82</sup>

The Ottawa school never denies the pupil permission to take a certain course of his choice, even though all signs indicate poor success. However, when the reasons for not taking the course are ex-

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82. Mary R. LeMay, Director of Guidance, Ottawa Township High School. "Guidance Is What We Make It." Illinois Education. 1959. p. 386 and TOGETHER WE DO OUR JOB. (Outlined Procedure). 1962.

plained to the pupil and parents, courses chosen usually are compatible with previous accomplishments.

By June first, all registration is completed. During the summer, the guidance office is a busy place as individual schedules are made out; each pupil is placed in the best spot in the light of all available knowledge. In English, mathematics, and science, pupils are grouped with their peers; in other classes and in home rooms, they are in heterogeneous groups.

During the latter part of August, each freshman receives from the principal a letter which welcomes him to OHS. The letter tells him the name of his home-room teacher and his home-room and locker numbers. He is also sent a program for the first three days of school as well as the regular schedule of classes for the year. The parents are given an invitation to come to school with him that first morning.

At the first day of school the principal welcomes the newcomers and informs them what the school will expect of them. Then the parents and pupil go to the home room where schedules are distributed, explained, and copied; book lists are given out; the activity ticket procedure is discussed.

In the afternoon the pupils come to school alone and go through a trial day, which includes 20-minute class periods and five minutes passing time. Teachers help the freshmen find the rooms and at lunch free ice cream is distributed in the cafeteria. The first two days are for the freshmen only!

Buses run the second day to try out the new routes. The fresh-

men are divided into two groups for testing. While one half of them take the SRA General Math Ability tests, the other takes the SRA Reading Record. Afterwards they all meet in the cafeteria where a plate lunch is served and then they report to their respective home rooms for a half hour or so before the final testing period.

On the third day of school all pupils convene at 8:30 in their home rooms. After the assembly, the freshmen have another twenty minute trial run schedule, while the others pick up their book lists, assignments, etc.

From then on school proceeds almost as if there had been no vacation with very few if any schedule changes.

Tests given freshmen are scored quickly by the teachers. Then percentile summaries are prepared in the guidance office for each teacher. At the very first teachers meeting of the year, summaries of results of the Iowa Every Pupil tests administered in September of the eighth grade and of the PMA tests are given to each teacher. Therefore, each teacher is enabled to individualize instruction.

Whenever a teacher feels that it is advisable, a retest is given on any test. Non-verbal tests are given through the guidance office and reports made to all teachers involved.

The writer appreciates the fact that the entire OHS faculty is definitely convinced that its duty is to provide opportunities for each child to develop to his very best. In order to fulfill their obligation and belief, each member of the OHS faculty "doubles". They both teach and guide the pupils. In order to do this successfully, there



are many things that they must know about the pupil, such as: background, academic and social status, growth pattern, interests, special skills, aims, aspirations, ideals, strengths and limitations, and what the pupil actually wants to do himself.

OHS believes that a sound mind requires a sound body in which to function at its best. Therefore, a great deal of attention is paid to health. Pupils who are absent because of illness check in with the school nurse. In order to maintain a good working relationship between the home and advisor, schedules are tailored to fit individual cases. Each freshman home-room teacher is urged to visit with the parents of each of his pupils, at school or in the home. The school nurse takes teachers out during their conference periods for such visits.

During the first part of November, OHS has Freshman Night. All members of the family can attend if they so desire. The class puts on a short program and cider and doughnuts are served in the cafeteria. Teachers are present to visit with the family.

Early in the second semester comes the cooperative program planning for the following three years. The pupil, parents and home-room teachers spend much time outlining the pupil's subjects for the next six semesters.

OHS believes that their clubs are an integral part of their school program. They have an activity hour regularly scheduled once a week for clubs or assemblies. Teachers have at least one club activity to sponsor.

This outstanding school has annual testing for all their students. They believe that knowledge of the growth pattern for each child is important. In April, the Differential Aptitude Tests are given to freshmen and the Iowa Tests of Educational Development to sophomores. Each fall, the juniors take part in the University of Illinois all-state testing program. Profiles from these tests are added to the pupil's cumulative record. Home-room teachers, classroom teachers, principal, and guidance director use these records in their counseling with the pupil and his parents. The plan of the school is never to administer a test unless specific use can be made of the results. Quite a number of other tests are also given to selected pupils. Several classes use the Kuder Preference and Vocational tests and still others use the battery of self analyses. The teachers have private conferences with each pupil on the findings and counselors also use the data.

OHS is very fortunate to have a college and technical-school adviser who has made a thorough study of further training for high-school graduates.

Another feature of the OHS is its library, where students may find hundreds of vocational pamphlets and books. In this library there is one section devoted to guidance materials only.

OHS says,

...we realize that school is a place where children express themselves. Therefore, we have tried to set up machinery to meet certain basic drives: for recognition, belonging, acceptance, response to efforts, security,

and new experiences. We shall continue to improve our guidance program year by year because...we know that guidance is what we make it.<sup>83</sup>

From the evidence above, the writer concludes that in order for effective work to be done in any school system, community services and the entire school system must be co-operative in every respect. Perhaps much of OHS's success lies in the fact that it appreciates the community services. In conclusion they state,

...The churches in an area are an important factor—constant referrals are of necessity made to them. Ottawa High School is fortunate to be located in a community which is back of education one hundred per cent...trained social workers and psychiatrists are made available through the state auspices...Yet, in the final analysis, the classroom teacher is the ultimate factor in a successful program. That teacher is the one person who can make or break any plan! Her work with each pupil must come from an innate respect for each as an individual.<sup>84</sup>

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83. & 84. Mary R. LeMay, Director of Guidance, Ottawa Township High School. "Guidance is What We Make It." Illinois Education. 1959. p. 385-388 and TOGETHER WE DO OUR JOB. (Outlined Procedure). 1962.

c. Large School System

In completing this paper, nothing could be more worthwhile and enlightening than a complete review of the work which has been done in the field of guidance in the Champaign Community Schools from September, 1956 to June 3, 1962, in the light of counseling adolescents.

### HISTORY OF GUIDANCE IN THE CHAMPAIGN SCHOOLS

Guidance in the Champaign schools is not of recent origin. Good teachers and administrators have always been guidance-minded. When one reviews the history of the Champaign Schools, it is evident that there has been concern for the individual child and an awareness of individual differences for many years.

In the twenties, the staff of the Champaign schools included a truant officer and a nurse who were cognizant of some of the problems that are preventing pupils from making the most of the educational opportunities afforded them.

As awareness of individual differences increased, opportunity classes were opened during the twenties and early thirties in grades one through eight for those pupils who were not able to adjust to and make adequate progress in the regular classes.

In the late thirties a series of guidance charts were designed and printed by the staff of the Champaign Senior High School, an indication that high school teachers and the principal were aware of the need for and value of guidance in the lives of the high school pupils and were attempting to make guidance an integral part of the school program.<sup>85</sup>

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85. E. H. Mellon, Supt. of Schools. Champaign Community Unit. District No. 4. Published by the Board of Education, Champaign County, Illinois. The Guidance Program In The Champaign Community Schools. Sept., 1956. p. 5.

At approximately the same time both the junior high and senior high staffs were attempting to meet individual needs by homogeneous groupings.

In the middle forties it became evident that the record keeping for individual children in the school system was inadequate. As a result of this study, the superintendent, designed cumulative folders and put them into use throughout the school system.

At about this same time a visiting counselor...was added to the staff and two years later a school psychologist.

In 1949 a chairman was elected yearly to preside over meetings of the Central Guidance Committee...As a result of such meetings recommendations were made for improvement of guidance in the Champaign schools. These recommendations included the following:

The employment of a guidance director

Provisions for suitable and adequate space and equipment for counselors

Increase in number of counselors at the junior high and the senior high levels

Reduction of the teaching load of counselors

Appropriation of adequate funds for the purchase of personal inventory folders, publications containing educational and vocational information, pupil information questionnaires, tests, and other such materials necessary for the administration of the guidance program

Establishment of a uniform testing program as outlined by the guidance committees

Provisions for in-service training

Increase in clerical services<sup>86</sup>

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86. E. H. Mellon, Supt. of Schools. Champaign Community Unit. District No. 4. Published by the Board of Education, Champaign County, Illinois. The Guidance Program In The Champaign Community Schools. Sept., 1956. p. 5-7.

Provisions for more extensive publicity to familiarize pupils, parents, and the community with the aims and services of the guidance program

Plans for orienting sixth grade pupils to junior high and ninth grade pupils to senior high.

Until 1953, the superintendent directed the special education program in the Champaign schools...because of the increased size of the program, a half-time director was employed to direct, supervise, and coordinate it. In 1954 the director was employed on a full-time basis.

By 1956, the following classes had been established to meet the needs of a typical children: classes for the educable mentally handicapped at the elementary, junior high, and senior high levels; a class for the trainable mentally handicapped; classes for the deaf and hard-of-hearing at the elementary and secondary levels; a class for the visually handicapped; and homebound instruction for the physically handicapped who are unable to attend school. Visiting counselors, or social workers, speech correctionists, and a school psychologist were also on the special education staff.

At the junior and senior high schools more released time had been allotted to counseling and more adequate space had been provided. All schools were dismissed early the second Monday of each month for in-service training.

#### PHILOSOPHY OF GUIDANCE IN THE CHAMPAIGN SCHOOLS

The staff in the Champaign schools tends to think of teaching, guidance, curriculum, and learning as fundamental and inter-related elements of education. All are so closely integrated that one cannot function without the other.<sup>87</sup>

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87. E. H. Mellon, Supt. of Schools. Champaign Community Unit. District No. 4. Published by the Board of Education, Champaign County, Illinois. The Guidance Program In The Champaign Community Schools. Sept., 1956. p. 6-8.

The fundamental concept upon which the guidance program is built is a recognition and acceptance of individual differences and the worth of the individual. A realization that each individual is unique and has his own rate of physical, mental, and emotional development and requires differential treatment is basic in the thinking of school personnel.

While the goal for all pupils is essentially the same, that of becoming contributing members of society, the methods of attaining this goal must differ in some respects. Gaining an understanding of each individual pupil is a tremendous undertaking. Therefore, for a guidance program to be effective, the schools, the community, and the home must pool their resources in the best interest of the child. No one person or agency can assume the full responsibility for the guidance of any one pupil.<sup>88</sup>

The writer appreciates the definition of guidance, which the Champaign schools accept, as it encompasses all efforts that are made to help a pupil make optimum use of his potentialities so that he can live fully and effectively. It also promotes in the pupil the ability to become increasingly more competent in solving his own problems and in becoming more self-directive. The pupil becomes cognizant of his capabilities and limitations so that he can make wise immediate choices and intelligent plans for the future that will be more socially desired as well as being satisfying to himself.

Some basic principles of guidance are important in maintaining effective guidance program. The Champaign schools consider the following:

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88. E. H. Mellon, Supt. of Schools. Champaign Community Unit. District No. 4. Published by the Board of Education, Champaign County, Illinois. The Guidance Program In The Champaign Community Schools. Sept., 1956. p. 8.

Guidance must be continuous, extending from preschool through placement and follow-up service.

All pupils need counseling. Counseling services are not just for "problem" cases. The emphasis is on the preventive rather than the corrective.

Guidance is an integral part of the instructional program and, therefore, is not considered merely as a supplementary service. Good teaching is considered good guidance and is geared to the abilities of the pupil.

Guidance specialists serve as resource persons for the teachers. Counseling is not interpreted as "advice-giving" but as providing opportunities whereby the individual, through his own efforts, can gain insight into his problems and can plan ways and means of solving them. Individual counseling augments guidance services rendered by the teacher.

The guidance point of view puts emphasis on the development, preventive and therapeutic approaches for helping the individual make the most of his abilities.

The success of a guidance program rests with the administrators, teachers, specialists, pupils, parents, and the community.

Guidance is both a group and an individual process with special emphasis on the individual.

Provisions must be made for an adequate system of record-keeping.

There must be continuous adjustment of the curriculum, techniques, and methods of instruction to meet the needs of individual pupils.

Although the entire school staff must share the responsibility for maintaining good learning conditions, the disposition of discipline problems should become the responsibility of personnel other than counselors. How<sup>89</sup>

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89. E. H. Mellon, Supt. of Schools. Champaign Community Unit, District No. 4. Published by the Board of Education, Champaign County, Illinois. The Guidance Program In The Champaign Community Schools. Sept., 1956. p. 9.



ever, counselors can serve as a consultant to the disciplinary officer and can help individual pupils with their overall problem of adjustment and acceptance of school regulations.

A guidance program, to meet the exigencies of the growing complexities of our society, needs to be constantly in a state of evaluation.

Special provisions must be made for those pupils with serious difficulties which impede learning and adjustment. Such children are referred to specialists who use special techniques appropriate to the nature of the problem.<sup>90</sup>

It would seem to the writer that the Champaign schools summarize what this paper has endeavored to point out in an effort to meet the needs of adolescents effectively in our modern complex society. The goals of their counseling program are almost re-statements of what other writers have indicated. Their goals are as follows:

To help the pupil achieve optimum adjustment and self-development at every level of his school life.

To aid the pupil in taking successfully the next step in his life, especially the step from preschool to school, from elementary to junior high school, from junior high school to senior high school, and from senior high school to college or vocation

To help the pupil evaluate his own abilities, interests, needs, opportunities, and responsibilities to himself and society, and accept and utilize this knowledge for enriched living and service

To provide counselors and teachers with cumulative records for all pupils from their earliest enrollment through job placement or college admission<sup>91</sup>

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90. & 91. E. H. Mellon, Supt. of Schools. Champaign Community Unit. District No. 4. Published by the Board of Education, Champaign County, Illinois. The Guidance Program In The Champaign Community Schools. Sept., 1956. pp. 9-10

To stimulate evaluation and growth to the educational program of the school

To bring school, home, and community into closer cooperation in sharing the responsibilities for the adjustment of pupils

To promote respect for the worth of the individual

To develop respect for all types of endeavor that contributes to the common good.<sup>92</sup>

In support of the idea that counseling should start in the elementary schools in order to better meet the needs of the children whom they serve, it may be of value to list briefly some of the major functions of the guidance program in the elementary grades of the Champaign schools. They are as follows:

(Grades 1-6)

Providing pre-admission services for parents of incoming first graders

Conferring with parents

Measuring progress

Developing work habits and attitudes

Providing for individual differences

Maintaining a personal inventory or cumulative folder

The director of elementary education serves as a consultant to the principals, teachers, pupils, and parents in all phases of guidance.

The principal is responsible for providing leadership and supervision of the guidance program in his building.<sup>93</sup>

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92. & 93. E. H. Mellon, Supt. of Schools. Champaign Community Unit District No. 4. Published by the Board of Education, Champaign County, Illinois. The Guidance Program in The Champaign Community Schools. Sept., 1956. pp. 10 & 15.

The classroom teacher is the key person in the guidance program.<sup>94</sup>

Our next section will be devoted mainly to the major function of the guidance program at the junior high school level, which includes grades seven through nine. Again the Champaign schools offer a good outline of their work which is and has been in progress for some time. Again the work of the counselor with the adolescent is emphasized.

#### JUNIOR HIGH SCHOOL GUIDANCE PROGRAM

(Grades 7-9)

The major function of the guidance program at the junior high level is to provide each pupil with adequate assistance in discovering and appraising his own aptitudes, abilities, and interests; in becoming familiar with future educational and vocational opportunities from which he may choose; in making wise choices from these; and in enriching and expanding his social contacts. Through individual conferences with pupils, an attempt is made to assist the pupil in identifying and understanding the problem — educational, vocational, personal, or social — which stands between him and the realization of his goals. The aim is to help the pupil handle these problems effectively and to develop the ability to work out future problems for himself.

The Major Guidance Services provides pre-admission guidance for all sixth graders and their parents. The sixth grade teachers and students receive all the information they need through a pupil bulletin in the spring prior to entrance to junior high. Junior high visitation days make it possible for sixth grade pupils to visit the junior high schools by class groups. On these days the sixth grade students meet and talk with the seventh grade counselors. During the visitation day the sixth grade teacher presents and discusses with the counselor the personal inventory for each child in his group. The personal inventory contains pertinent test information and a description of special<sup>95</sup>

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94. & 95. E. H. Mellon, Supt. of Schools. Champaign Community Unit District No. 4. Published by the Board of Education, Champaign County, Illinois. The Guidance Program In The Champaign Community Schools. Sept., 1956. pp. 15 & 19.

abilities and weaknesses which enable the counselor to know each child better and, as a result, place him in a homeroom most compatible with his needs and abilities.

When the pupils enter the seventh grade they are placed in homeroom groups and remain with the homeroom teacher for homeroom periods and two class periods. Each homeroom group remains together in all classes, and all seventh grade groups have the same class schedules.

During the first semester at junior high school, group orientation meetings are held each week for all seventh graders. The seventh grade counselor schedules counseling periods for as many students as possible during the first semester at junior high. Special emphasis is placed on school orientation and adjustment in these interviews.

The personal inventory of each child which was started in the elementary school is maintained through his years at junior high, and an inventory is started for each pupil transferring from another school system. The cumulative record for each pupil is kept up-to-date and enlarged by adding data obtained from pupil information and interest questionnaires, intelligence, aptitude and achievement tests. Comments by the counselor and the homeroom teacher, placed in the record at the end of each year, are useful for further assisting the pupil in his overall development.

Pupils as well as parents are urged to make appointments with counselors or teachers to discuss educational problems. In choosing a worthwhile vocation, both pupils and parents are invited to avail themselves of materials and information provided through the counseling services.

Effort is made to provide every child with the opportunity to exploit his leadership potential; effort is also made to develop the skills of followership on the part of each pupil. Pupils are encouraged to develop worthwhile leisure time activities and new interests through hobby clubs.

Homework assignments are designed to foster good study habits and help pupils budget their time wisely.<sup>96</sup>

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96. E. H. Mellon, Supt. of Schools. Champaign Community Unit. District No. 4. Published by the Board of Education, Champaign County, Illinois. The Guidance Program In The Champaign Community Schools. Sept., 1956. pp. 19 & 20.

This school system also provides an adequate testing program. In September, diagnostic reading and arithmetic tests are administered to all seventh grade pupils, and mathematics tests to eighth and ninth grade pupils. During the month of October, group intelligence tests are administered to all seventh and eighth grade pupils and to all ninth grade pupils who have not had the tests previously.

During the second semester of school, an algebra aptitude test is administered to all eighth grade mathematics pupils and to any ninth grade practical mathematics pupils who desire it. A geometry aptitude test is administered to all algebra pupils. Also, group intelligence tests are administered to pupils in all grades who entered after or were absent during the October testing.

In May, achievement tests in reading and arithmetic are given to seventh and eighth grade pupils. At this time, ninth grade pupils are given a practical mathematics achievement test.

Allowances are made for differences of individual pupils in many ways. In some areas homogeneous groups of pupils are scheduled for a particular subject. Elective subjects are introduced in the eighth grade and offered in a wide variety in the ninth grade.

Group guidance activities, such as the homeroom meetings and Pupil Forum, provide pupils with the opportunity to consider and discuss together problems and topics of special importance to them.

A collection of occupational literature is available in the school library, and in the counseling department to assist pupils in planning suitable training and careers for the future.

Commerce, general language, and industrial arts, are designed to allow pupils to explore educational and occupational areas of interest.<sup>97</sup>

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97. E. H. Mallon, Supt. of Schools. Champaign Community Unit. District No. 4. Published by the Board of Education, Champaign County, Illinois. The Guidance Program In The Champaign Community Schools. Sept., 1956. p. 21.

It is interesting to note how the duties and responsibilities of the Guidance Personnel are listed:

Principal—It is the duty of the principal to encourage the development and improvement of the guidance program in all of its phases. He provides time, space, equipment, materials, and personnel for the guidance program in his building and selects and supervises the counselors and homeroom teachers. The principal likewise encourages counselors and other members of the staff to obtain adequate guidance training, and arranges an in-service training program. It is the responsibility of the principal to refer cases requiring special services, to encourage close cooperation of the library with the guidance program, and to appoint a guidance committee for his school.

The guidance committee is made up of the principal, assistant principal, three counselors, two teachers who are not counselors, two students, two parents chosen by the PTA Association, and the librarian. This committee plans for the administration of the testing program and plans pre-admission activities. It suggests ways of improving the curriculum, including extra class activities, and plans group activities for the homeroom. The guidance committee also has the responsibility of planning ways of improving the educational and vocational guidance services and better placement and follow-up services. It also plans devices and studies for evaluating the guidance program.<sup>98</sup>

The following section will be devoted to the counselors and is accepted with approval, the schools' policy that the major responsibility of counselors, as far as the guidance program is concerned, "is to counsel." In the Champaign schools the counselors activities include the following

The counselor sees each assigned counselee once a semester in so far as it is possible. He also assists any pupil who seeks his help in solving a problem. The counselor maintains personal inventories for all assigned counsees and helps teachers, administrators, pupils, and<sup>99</sup>

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98. & 99. E. H. Mallon, Supt. of Schools. Champaign Community Unit District No. 4. Published by the Board of Education, Champaign County, Illinois. The Guidance Program In The Champaign Community Schools. Sept., 1956. pp. 21 & 22.

parents interpret these records. He recognizes problems requiring special services and utilizes available services through referral. The counselor initiates case conferences when they are needed. It is also his responsibility to begin cumulative records for all new pupils and administer tests to new pupils when advisable. The counselor assumes leadership in disseminating information needed for educational and occupational planning of counselees. The counselor is responsible for seeing that each counselee explores his future educational plans and that his subject choices are consistent with his abilities, interests, and future plans. It should be kept in mind that the most effective guidance results when the pupil is lead to analyze his own situation, evaluate his own capabilities, and arrive at his own decision in planning his future action. The counselors develop individual skills in special areas of guidance, such as testing, placement, occupational information, educational information, or personal problems -- skills that would contribute to the guidance program of the school. Counselors are in a position to render invaluable service, but their time allotment is not adequate to take care of all the counseling needs in the school. Most of the guidance and counseling needs are met by the homeroom and classroom teacher. The teachers assigned extra time for counseling only supplement the efforts of all the other staff members.<sup>100</sup>

A brief, modified outline of the Champaign Senior High School guidance program is possible, since it is also designed to meet the needs of the adolescent. In addition to continuing all personnel services begun in the elementary and junior high schools, the senior high school assumes the further responsibility of helping pupils make more definite plans for their future educational and vocational careers. In order that their planning may be more realistic, pupils are aided in analyzing objectively their needs, interests, aptitudes, and abilities and in interpreting educational and vocational information made avail-

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100. E. H. Mellon, Supt. of Schools. Champaign Community Unit District No. 4. Published by the Board of Education, Champaign County, Illinois. The Guidance Program In The Champaign Community Schools. Sept., 1956. p. 22.

able to them through their guidance programs. There are placement services provided for pupils going directly from high school into the various vocations. This is done through cooperation with the Illinois State Employment Office.

Their program provides pre-admission services on the senior high school level. Sometime during the beginning of the year, the senior high school counselors provide the ninth grade counselors and homeroom teachers of the junior high schools with copies of the Handbook, which includes a list of all subjects offered, and enough registration blanks and lists of subjects open to sophomores for all ninth graders. Before the ninth grade registration begins, the senior high school counselors, administrators, and department heads who wish to explain certain course offerings meet with ninth grade counselors and homeroom teachers to answer questions concerning the senior high school in general -- and college entrance requirements. The ninth grade staff is also urged to call the senior high school counselors whenever they can be of assistance.

Parents are given information about the senior high school guidance program and are urged to utilize the counseling services.

The guidance program also provides orientation services for the new pupils. An Orientation Day for the sophomores is scheduled in the spring. The program, which is planned by the student council, includes an introduction to the counselors, and an explanation is given as to how to find them and how to make appointments to see them.



The counselors arrange conferences with all new pupils during the first few weeks of school in order to establish friendly relationships...and to explain what the counseling center has to offer.

During the summer the cumulative folders for all sophomores who have previously attended the Champaign schools are sent to the Counseling Center by the junior high schools. The counselors add data secured from groups intelligence, interest, and achievement tests given in the senior high school. They also file in the folders autobiographical sketches, anecdotal records, questionnaires filled out by new pupils for the information of the counselors, and any other pertinent information about individual pupils. All information concerning a pupil is filed in such a way as to insure its being readily accessible to counselors and others qualified to use it in studying and helping him.<sup>101</sup>

The Senior High School Guidance Program also provides outstanding counseling services for the adolescent. First, the counselor has conferences with the individual and tries to help the student interpret data contained in his personal inventory. After helping the student identify and understand his major problems, the counselor next tries to help him plan effective and satisfying solutions for them, through his own efforts. In working with the student, the counselor keeps in mind that the goal is two-fold: to help the pupil solve his present problems and to help him increase his ability to solve future problems.

One of the outstanding features of this entire program seems to hinge upon the fact that the counselors not only work directly with the students, but they arrange conferences whenever possible with

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101. E. H. Mellon, Supt. of Schools. Champaign Community Unit District No. 4. Published by the Board of Education, Champaign County, Illinois. The Guidance Program In The Champaign Community Schools. Sept, 1956. p. 25.

parents and teachers, as the need presents itself. Both parents and teachers are urged to ask for conferences whenever the counselors can be of assistance.

...Failure warnings are sent to the counselors whenever the teachers feel that the counselors can help in preventing failures or in discovering causes of unsatisfactory work. In such cases the usual procedure is for the counselor to discuss the situation with the pupil and then, with the pupil's permission, to talk with the teacher. During the conference the counselor tries to help the pupil analyze the cause of his failure and work out a study plan that will improve his class work.

...Throughout the school year special tests are given to individuals or small groups whenever the need arises.<sup>102</sup>

In order to give pupils first hand information, visits are planned to various types of local and regional occupations by the Chronicle and such departments as Industrial Education, Home Economics, Science, and Business Education. Other arrangements are made for representatives of various local and regional occupations to talk to interested students concerning job requirements and opportunities available.

Another aspect of this program, is, "encouraging the adjustment of the school program to the needs, interests, and abilities of the students."

...Both counselors and teachers help those pupils who are interested in further formal education after high school graduation to select schools, colleges, and training programs wisely in view of their needs, interests, abilities, and aptitudes.<sup>103</sup>

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102 & 103. E. H. Mellon, Supt. of Schools, Champaign Community Unit District No. 4. Published by the Board of Education, Champaign County, Illinois. The Guidance Program In The Champaign Community Schools. Sept., 1956. p. 27 & 28.

...Representatives of the Illinois State Employment Service spend an afternoon at school explaining the service and registering pupils wishing part-time and vacation employment. They also urge graduating seniors to register at their office if they want full-time employment after graduation.

... Duties and responsibilities of the guidance personnel are very similar to those of the junior high school level. The counselors, classroom teachers and the librarian work together, in harmony with their genuine interest in pupils as individuals.<sup>104</sup>

The Champaign schools also offer a special education guidance program for grades 1 - 12. This program makes provisions for six types of exceptionality: homebound, partially seeing, deaf and hard-of-hearing, mentally handicapped (both educable and trainable), socially and emotionally maladjusted, and speech handicapped.

This school employs a full-time, qualified psychological examiner.

The director of special education administers, supervises, and coordinates special education in the Champaign schools.

A visiting counselor must be a graduate from an accredited school of social work and be approved by the State Department of Public Instruction, Division of Education for Exceptional Children.

...Visiting counselors provide case work services involving study, diagnosis, and treatment for pupils who have social or emotional problems. Consultation service is also provided for parents, teachers, and other school personnel regarding children who are<sup>105</sup>

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104. & 105. E. H. Mellon, Supt. of Schools, Champaign Community Unit District No. 4. Published by the Board of Education, Champaign County, Illinois. The Guidance Program In The Champaign Community Schools. Sept., 1956. p. 28, 35, & 36.

socially and emotionally maladjusted.

...The visiting counselor also serves as a liaison person between school, home and community in an effort to work out plans for individual children. He assists the pupil and his family in the utilization of community resources.<sup>106</sup>

Even with such a good working relationship existing between the counselors and the clients, the Central Guidance Council of the Champaign schools makes the following recommendations for the improvement of the guidance program:

That there be employed for the schools a director of guidance, to direct, supervise, and coordinate the guidance services of the school system.

That time, leadership, and personnel be provided to carry out adequate follow-up and placement services.

That adequate evaluation of the entire guidance program be made both through the help of outside consultants brought in to survey the program and through the use of check lists, questionnaires, and other studies to determine how pupils, withdrawals, graduates, parents, and members of the staff feel about its effectiveness.

That the "Annual Information Report to the State Concerning Guidance Services in Secondary Schools be studied by the Central Guidance Council as an aid in evaluating guidance activities.

That facilities be expanded and personnel be added to meet more adequately the needs of exceptional children, especially of the physically handicapped.

That the cumulative folders and the test record cards be revised in order to facilitate their use and increase their value to the guidance program.

That a more extensive and better coordinated testing<sup>107</sup>

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106. & 107. E. H. Mellon, Supt. of Schools, Champaign Community Unit District No. 4. Published by the Board of Education, Champaign County, Illinois. The Guidance Progress In The Champaign Community Schools. Sept., 1956. pp. 36 & 37.

program be planned for the junior and senior high schools.

That the counseling load of the junior and senior high school counselors be reduced to not over fifty pupils for each assigned counseling period, the load recommended by Dr. Hamrin, one of the "experts" who helped improve the guidance program in the Champaign schools.

That the amount of clerical help available be increased in order to relieve counselors and teachers of some of the details of recordkeeping and other clerical work necessary to the guidance program and to give them more time for counseling and working with pupils.

That a carefully planned program of in-service training be provided for both counselors and other staff members.

That representatives of the staff be selected by the Central Guidance Council to visit other school systems in order to study their effective guidance practices.

That continued effort be made to increase active staff support of and participation in the guidance program.

That more extensive publicity be provided in order to familiarize pupils, parents, and the community with the aims and services of the guidance program.

That the basic philosophy and objectives of the guidance program be re-examined periodically.<sup>108</sup>

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108. E. H. Mellon, Supt. of Schools, Champaign Community Unit District No. 4. Published by the Board of Education, Champaign County, Illinois. The Guidance Progress In The Champaign Community Schools. Sept., 1956. pp. 37 & 38.

A revision of the program just presented has been completed as of June 3, 1962. This revision has to do mainly with the SPECIAL SERVICES DEPARTMENT. Because of the length of this paper, only an over-all glimpse of the total structure will be presented. However, for a detailed interpretation of the services of special education one can turn to the manual, The Special Education Program in the Champaign Community Schools.

... Individual differences are met by flexible groupings within the regular class and by differentiation of instruction at the elementary level. In the junior and senior high schools these individual differences are handled largely through selection of courses, homogeneous groupings in particular subjects, and differentiation of assignments. There are some children who deviate so markedly from the normal, however, that their needs can not be met by the regular classroom teacher. The special education program makes provisions for those children who deviate so markedly from the normal in some respects that they need a special class organization, special curriculum adjustments, special teaching techniques and materials of instruction, or special therapeutic services. These services are available for children from kindergarten through grade twelve.<sup>109</sup>

Champaign's special education program provides services for all of the following classifications of exceptionality included in the Illinois Plan for Exceptional Children:

... Homebound and hospitalized, orthopedically handicapped, blind, partially seeing, educable mentally handicapped, trainable mentally handicapped, multiply handicapped, speech defective, socially and emotionally maladjusted, and the gifted.<sup>110</sup>

Diagnostic services are provided for the Champaign's special

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109. & 110. From Revision Sheet, Special Services Department. Champaign Community Schools. p. 1

education program by qualified psychological examiners, and prevocational services are provided for the handicapped to help their youth bridge the gap between the school and employment in the community.

...One of the problems confronted by handicapped pupils and their parents is acceptance of the handicap. An important aspect of special services is fostering acceptance of a handicap and to set realistic goals. Special help is provided for each child to assist him in alleviating or compensating for his specific weaknesses or handicapping conditions. Intensive work with parents is a vital part of the special education program.

...The philosophy of special education stresses giving each handicapped child as many successful experiences with his normal peers as possible. Thus, integration of handicapped children with normal children is an important aspect of the educational planning for exceptional children. Integration involves careful study on an individual basis. A handicapped child can be present in a regular class without truly being integrated. To insure the all around development of the handicapped child, it is imperative that a close working relationship be maintained between a special teacher and a regular teacher who has a handicapped child integrated in his class.<sup>111</sup>

Another quality manifested by the attitude of Champaign schools in their attempt to provide special services for all, is the policy of admitting children from other school systems to special programs.

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111. From Revision Sheet, Special Services Department. Champaign Community Schools. p. 1.

## CONCLUSIONS

Our schools are now endeavoring to provide counseling services for which qualified counselors are responsible. Second, counselors have conferences with the individual or in groups in an attempt to help the student solve his problem. Third, the counselor seeks further to help the individual by interpreting data contained in his personal inventory, helping him analyze objectively his abilities, interests, and aptitudes. After helping the individual identify and understand his major problems, whether educational, vocational, personal, or social, the counselor then tries to help him plan effective and satisfying solutions for them and make a start toward carrying out these plans through his own efforts. When necessary, he actually helps the individual modify his plans and again set out to fulfill them. In working with the pupil, the counselor always keeps in mind that the goal is two-fold: to help the pupil solve his present problems and to help him increase his ability to solve his problems of the future.

It might be well to keep in mind that Rogers could be correct in his statement that,

...The sciences which deal with behavior are in an infant state. Though they are all at work trying to understand the behavior of man and animals, and though research in these fields is growing by leaps and bounds, it is still an area in which there is undoubtedly more confusion than solid knowledge.<sup>112</sup>

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112. Carl R. Rogers, On Becoming a Person. The Riverside Press. Cambridge, Mass. 1961. p. 364.



In making this study, the following can be stated: today's adolescents, living in a modern, complex, technological society, have as their major transitional problems adjusting to physical growth changes together with assuming an appropriate biological sex role; emancipation from adult authority; and in making an adequate vocational choice as they plan for the future. Adolescents will be successful in achieving adult status, as the schools and others, who are interested in their successful achievement, move forward in the future, more rapidly than they have in the past, to aid this process of development, by establishing affectional relationships.

Our schools may be criticized for our so-called "watered-down" curriculums, but from recent studies, findings indicate our educators are working hard at the task of providing educational facilities which will meet the needs or at least contribute toward the successful maturation of our adolescents.

In concluding this study, perhaps it would not be an overstatement to say that maturing does not take place in a haphazard manner, and is best fostered when based upon a sincere sympathetic understanding of the adolescent and his needs.

The writer is convinced by this study that love and affection furnish a basic security for "threading the way through encountered problems."

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